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ABSTRACT

This document describes the rationale and specifications for the Ginn Reading 360 Learning Mastery System (LMS) (levels 1 through 10). The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing instructional materials. The development strategy employed in the preparation of the LMS is discussed, and detailed specifications for each component of the system are presented. LMS incorporates a number of materials and activities which are designed to aid in the acquisition of reading skills, and it builds upon the existing specification of objectives provided in Ginn Reading 360. The proposed system reflects an attempt to tailor LMS to the strengths and needs of reading 360. The specifications and data for the LMS are presented in both narrative and table form. (Author/RB)

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TITLE: SPECIFICATIONS FOR THE GINN READING 360 LEARNING MASTERY SYSTEM (LEVELS 1-10)

AUTHOR: Masahito Okada, Aaron Buchanan, Patricia Milazzo, Jackie Maeder, and Leonard Streeter

ABSTRACT

This document describes the rationale and specifications for the Ginn Reading 360 Learning Mastery System (Levels 1-10). The development strategy employed in the preparation of the Learning Mastery System is discussed and detailed specifications for each component of the system are presented.

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SPECIFICATIONS FOR THE GINN READING 360 LEARNING MASTERY SYSTEM (LEVELS 1-10)

Masahito Okada, Aaron Buchanan, Patricia Milazzo, Jackie Maeder, and Leonard Streeter

LMS CHARACTERISTICS

The effectiveness of any instructional program is indicated primarily by the extent to which children attain the desired learning outcomes of the program. Skillful instructional management on the part of the classroom teacher is one critical component in maximizing pupil achievement from an instructional program. A Learning Mastery System (LMS) is a set of materials and procedures specifically designed to assist teachers in their task of systematically managing the activities and materials of an instructional program. LMS provides support to the teacher by assisting her to perform three important functions:

- identify explicitly what the children are to learn
- determine whether the intended learning has occurred
- provide for appropriate supplementary instruction

IDENTIFY EXPLICITLY WHAT THE CHILDREN ARE TO LEARN

Explicit statements of instructional objectives are a critical requirement of a Learning Mastery System. The cycle of instruction, assessment, and supplementary instruction, which characterizes LMS, is based on the precise delineation of instructional objectives. Such statements provide teachers with guidance concerning the purposes of instructional activities, provide a basis for valid assessment

of pupil learning, and assist the teacher in prescribing supplementary instructional activities for pupils requiring further assistance in achieving particular instructional outcomes.

LMS makes explicit the specific skills and content that children are expected to acquire from the instructional program. Specification of the skills is based on a comprehensive analysis of the activities and content of the instructional program. The systematic listing of instructional objectives provides valuable guidance for the teacher as she plans the daily learning activities of her pupils.

DETERMINE WHETHER THE INTENDED LEARNING HAS OCCURRED

LMS provides all instrumentation required for regular pupil assessment. This enables the teacher to determine the level of proficiency acquired by individual children. End-of-unit evaluations provide teachers with proficiency profiles for each pupil on the prespecified instructional outcomes. The information obtained from the LMS assessment instruments provides a basis for fitting further instruction to the unique requirements of pupils.

PROVIDE FOR APPROPRIATE SUPPLEMENTARY INSTRUCTION

Provisions for performance-related supplementary instruction are a necessary component of any management system. LMS identifies activities from the regular instructional program and provides specially developed materials which the teacher may employ to strengthen skills of pupils who require further instruction.

INSTRUCTIONAL MANAGEMENT IN READING 360

Many elements which characterize the necessary aspects of a Learning Mastery System are present to some extent in Reading 360. LMS will use all extant "360" elements which contribute to the effective management of instruction. Management deficiencies in Reading 360 which are identified will be remedied by specially developed LMS materials and procedures.

INSTRUCTIONAL OBJECTIVES

The authors of Reading 360 have classified and indexed the skills incorporated in the program according to nine vertical skill strands: Decoding, Vocabulary, Literal and Inferential Comprehension, Creativity Development, Literary Understanding and Appreciation, Understanding and Application of Language, Study Skills, Sensitivity to Social-Moral Values, and Acquisition of Information or Knowledge. The learning activities incorporated in Reading 360 have been similarly classified and indexed according to these nine skill strands. Statements of instructional objectives are provided in the Teacher's Editions of the readers. Preceding each unit is a concise overview of the phonemic and structural analysis content of the unit. A table is provided at the beginning of each lesson which lists the new words and the decoding skills taught in the lesson. Specific objectives are provided for activities found in the three major sections ("Teaching the Selection," "Developing Reading Skills," "Adjusting to Individual Needs") which comprise

a lesson, as well as for each activity found in the Skills Handbook.

Although the instructional objectives have been described, there is considerable variability in the adequacy of the statements among the several strands. Generaliy, objectives which relate to strands included in the "Developing Reading Skills" and "Adjusting to Individual Needs" sections of the lesson plans are more adequately described. These strands are primarily Decoding, Vocabulary, Study Skills, Comprehension, and Language. Typically, the specific objective for an activity is described by category and followed by a statement of the skill involved, such as: "Phonemic analysis: Decoding words with the phoneme-grapheme correspondence, /ay/ i-e." Skill strands primarily associated with the "Teaching the Selection" (guided reading) section of each lesson are, in most cases, less adequately specified. These skill strands include Sensitivity to Social and Moral Values, Acquisition of Information and Knowledge, Creativity, and Literary Understanding and Appreciation. Some typical examples are: "Discovering clues for plot development," "Discussing improbable situations," and "Appreciation of the ways in which more effective means of transportation have drawn people together."

Inasmuch as the scope of the formal assessment proposed in this paper will be limited to those skill strands primarily related to the "Developing Reading Skills" and "Adjusting to Individual Needs" sections of the lessons, wherein objectives are adequately specified, LMS Reading 360 can utilize the instructional objectives extant in the program.

ASSESSMENT INSTRUMENTS

Although Reading 360 provides an extensive evaluation program (Milazzo, 1971), the unit evaluation activities will have to be replaced with newly constructed LMS tests. Inadequacies of presently available tests are: (1) The unit evaluation materials, except in the case of Level 2, are not provided in multiple copies. (2) Some of the evaluation activities are designed to estimate group performance levels through sampling procedures rather than individual performance levels. For example, the following is an evaluation activity described for Unit 1 of Level 3 to evaluate recognition of consonant correspondences:

> Place the picture cards for the initial sounds /b/ and /p/, /t/ and /d/, /k/ and /g/, and /m/ and /n/ in four separate packs. Give a pack of cards to each of four children. Ask them to arrange the pictures in rows so the pictures for each beginning sound will be displayed together. Check the work by having the children name the picture in each row (p. 89).

(3) The evaluation activities are sometimes lengthy. If a teacher with 28 pupils desired individual data on the four pairs of consonant correspondences described above, it would require 28 separate administrations of the activity. Each group of four children would be required to perform the activity four different times to provide pupil information on each of the four pairs of consonants. (4) Test items are not always congruent with stated objectives. As an example, vocabulary recognition is tested in Unit 1 of Level 4 by items similar to the following:

> Have lines drawn below the first word and the other words in each row that are the same.

seal	seat	seal	seal	sail

The item is, at best, a visual discrimination task and not an item which evaluates vocabulary recognition.

SUPPLEMENTARY INSTRUCTION

Reading 360 provides supplementary instruction primarily through activities listed in the "Adjusting to Individual Needs" section of each lesson. At the lower levels of Ginn 360, primary emphasis is given to decoding. Other activities in this section include vocabulary, comprehension, study skills, language, and creativity. Most of the activities are designed for pupils experiencing particular difficulties. A few activities are designed for enrichment purposes.

Although numerous activities for supplementary instruction are described, little guidance is afforded the teacher in fitting the activities to the individual needs of pupils. Given the limitations of the end-of-unit evaluations described above, teachers would find it difficult to identify pupils with specific needs. This would, in turn, result in mismatches or omissions in providing for the specific requirements of pupils. The primary deficiency in providing for supplementary instruction in Reading 360 is that of matching appropriate supplementary instruction to the needs of individual pupils.

LMS DEVELOPMENT GUIDELINES

Reading 360 is a comprehensive program and well suited for an application of Learning Mastery System procedures. The objectives of the program have been categorized and indexed throughout the program. The program is rich in materials and suggested activities, procedures, and techniques.

Critical LMS components or procedures presently lacking in Reading 360 are: (1) valid assessment instruments which provide regular,

comprehensive information on pupil attainment of instructional outcomes, (2) recommended decision rules to be used by teachers in assigning further instruction for pupils experiencing specific difficulties; (3) an effective recording system which would provide teachers with critical information on pupil progress; (4) in some instances, effective supplementary instructional materials; (5) procedures and materials which comprehensively and systematically relate the various components of an LMS assisted instructional program; and (6) adequate guidance to the teacher on how to set performance standards and assess attainment in several of the outcome areas (strands).

SCOPE OF LMS READING 360

The scope of LMS Reading 360 will be limited to Levels 2-10. The scope of LMS for Reading 360 will not include Level 1 due to the restricted latitude of material in this level. This material is focused on a single purpose, development of phoneme-grapheme correspondences which frequently occur in words as initial consonants. All of these correspondences are systematically and extensively re-introduced and evaluated in Level 2. An LMS could do little to enhance instructional management in Level 1. Consequently, LMS will begin with Level 2 and extend through Level 10.

LMS UNIT STRUCTURE

The unit structure of Reading 360 will be employed as the assessment base for LMS. Units vary in length and require from one to four weeks for completion. These limits are well within the acceptable range for LMS assessment purposes.

UNIT CRITERION EXERCISE

Unit CriterionExercises will be developed to replace existing end-of-unit evaluations described in the Teacher's Editions. The exercises will be designed to:

(1) Provide comprehensive information on Vocabulary, Decoding, Understanding and Application of Language, Study Skills and Literal and Inferential Comprehension.[1] Although there is no universal agreement concerning a definition of criterion-referenced measures, the following descriptive statements appear in the current literature. Robert Glaser (1963) states that they are measures which "depend on an absolute standard of quality" as opposed to norm-referenced measures which "depend on a relative standard." Samuel Livingston (1972) defines criterion-referenced tests as "any test for which a criterion score is specified." Glaser and Mitko (1971) modified Glaser's earlier definition and define a criterion-referenced test as "one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards." Stephen Ivens (1970) has defined a criterion-referenced test as one "comprised of items keyed to a set of behavioral objectives."

The above mentioned skill areas can be treated so that they conform to the requirements of criterion-referenced tests. Behavioral statements of objectives are provided in Reading 360 or are implicit in the instructional activities described for these skill strands. Performance standards on the tests can be specified

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1 Many outcomes included in the remaining strands are not behaviorally stated. Furthermore, it would be difficult to establish performance standards for these outcomes. Thus they are not assessed by Unit Criterion Exercises. Consideration will be given to the possibility of generating other types of instruments to assess learning in these skill areas. Possibilities include the use of behavior check lists, anecdotal records and attitude scales.

for each outcome. Of the nine skill areas incorporated in Reading 360, these areas are most suited to assessment by criterion-referenced, assessment instruments.

Following the model provided by the Ginn 360 Level Tests, Criterion Exercises will emphasize the assessment of pupil achievement in the skill strands of Vocabulary, Decoding, Comprehension, and Study Skills. The authors of Reading 360 view decoding as "the core of Reading 360, as of any good reading series." Vocabulary and Decoding Skills are cumulative in nature and can be considered critical inasmuch as proficiency in these skills is a requisite for following units as well as being foundational to the attainment of Comprehension and Study skills. Vocabulary and Decoding Skills development will be assessed comprehensively and consistently by the Criterion Exercises in Levels 2-10.

Comprehension, Language, and Study Skills are also important outcomes but less critical in a cumulative sense and, therefore, will be assessed less frequently by the Criterion Exercises. At higher levels, assessment instruments will reflect a changing emphasis of Reading 360 and proportionately less emphasis will be given to Decoding in favor of Comprehension, Language and Study Skills.

In Levels 4 through 10 a section of each Criterion Exercise will be devoted to the assessment of phonemic and structural analysis skills which are reviewed in the "Developing Reading Skills"

section of each unit. Inasmuch as Reading 360 has adopted a spiral curriculum approach toward the teaching of these skills, LMS assessment instruments will accommodate to this plan. The "Skills Retention" section of each CE will incorporate all phonemic and structural elements reviewed in the unit. Pupils will be required to decode novel words composed of these elements in the context of a sentence. Since the test task is sufficiently demanding, some teachers may find that the retention section of the CE's can be used to identify particular pupils requiring further instruction on previously taught decoding skills. The "Skills Retention" section of the Criterion Exercise could be administered at either the beginning or the end of a unit of instruction to groups of pupils with high performance records on previous Criterion Exercises. Pupils demonstrating proficiency on the Skills Retention test would not be required to receive review instruction provided in the program. This approach would obviate the teaching of all review activities found in the "Developing Reading Skills" section of the Teacher's Editions to all pupils, and instruction could be focused on those pupils requiring review.

Even though the outcomes assessed by the Criterion Exercise were limited as described above, some of the Criterion Exercises appear to approach the upper limit of acceptable test length for first grade. This is due primarily to the heavy emphasis on decoding skills in the early levels of Reading 360. The number of items is, however, close to the minimum required for reliable

estimates of pupil performance. This is especially true of items having only two choices. The chance score on five items of this type is 2.5. If a criterion or criterion level were established at 4 correct, 19 percent of the pupils could still meet criterion on a chance basis alone. In prescribing the specifications for each Criterion Exercise, it was necessary to consider reliability and accuracy of information, comprehensiveness, and test length. The specifications for the Unit Criterion Exercises reflect a judicious estimate of the balance of these factors.

(2) Provide data on individual pupil performance

Some of the evaluations provided in the Ginn Teacher's Editions are designed to estimate group rather than individual achievement. The Criterion Exercises will provide information on individual pupil performance for every outcome assessed.

(3) Provide valid data

Any specified outcome, such as decoding words containing a specified set of word elements, is a psychological construct. In the operationalization of the construct, we must contrive a set of tasks which we judge to be valid behavioral correlates of the skill (Garvin, 1970). Assessment tasks on the Criterion Exercises have been generated with validity as a prime consideration within the restrictions imposed by paper and pencil tests. To reduce the possibility of the confounding of scores by novel item forms, test tasks have been modeled after valid tasks incorporated in Reading 360 materials.

(4) Ease of interpretation

Each section and sub-section of the Criterion Exercise has been labeled using terminology familiar to the teacher. Thus, subscores are readily identified with skills in which teachers are well versed.

(5) Ease of administration

The Criterion Exercises have been constructed in a manner which provides for flexibility of administration. More able pupils will require less assistance and monitoring than slow pupils. Criterion Exercise procedures will provide guidance for the teacher for administering the Criterion Exercises. These procedures will be described in the LMS Teacher's Manual.

(6) Ease of scoring and recording

Teachers will be able to quickly note the score for each outcome on a scale provided within each section. Pupils will also be provided with a record of their performance. When teachers transcribe the scores from the individual Criterion Exercises to the Criterion Exercise Record Sheet, they will have the information required to form groups of pupils for supplementary instruction. The CE Record Sheets will provide: a permanent record of pupil performance on each outcome; the group of pupils requiring supplementary instruction for each outcome; references to Ginn and LMS materials where appropriate instruction may be found; and a record of all pupils who have been given supplementary instruction. The format of the CE's

is compatible with the requirements of machine-scannable answer sheets.

TEACHER'S MANUAL

An LMS Teacher's Manual will be developed for Levels 2, 3 & 4; 5 & 6; 7 & 8; and 9 & 10. The Teacher's Manual will contain:

(1) an overview of LMS

(2) Unit Guides which will provide teachers with the detailed information necessary for the regular use of LMS in the classroom.

(3) Criterion Exercise Procedures

(4) Practice Exercise Procedures

(5) Criterion Exercise Answer Keys

(6) Summary of phonemic and structural elements assessed by the Criterion Exercises

(7) Summary of the decodable words included in the Practice Exercises

PRACTICE EXERCISE

Practice Exercises designed for rapid review of Vocabulary and Decoding Skills will be developed to aid in providing supplementary instruction. They will provide teachers with a concise set of instructional materials which can be used to provide supplementary instruction both inside and outside the classroom. The easily administered Practice Exercises can be used by student tutors, aides, and parents, as well as by classroom teachers. Most activities provided by Ginn for supplementary instruction are teacher and classroom oriented. As such their usefulness is limited to the constraints

of the classroom and the amount of time which a teacher can devote to supplementary instruction.

LMS READING 360 MATERIALS SPECIFICATIONS

TEACHER'S MANUAL

Purpose

The LMS Teacher's Manual is to provide teachers with the information necessary to utilize the LMS materials and procedures.

Content

Section 1 of the Manual presents an overview of the characteristics of LMS and their relation to Reading 360 LMS materials. Unit Guides, found in Section 2 of the Manual, contain all of the information essential to the management of pupil learning for each unit and include a listing of outcomes which are assessed by the Unit Criterion Exercises, with references to relevant instructional activities found in Reading 360. LMS procedures are also described in Section 2.

Format

Booklet printed 11" x 17" on 60 lb. offset paper, folded and trimmed to 8½" x 11", collated, with saddle stitch bind with orange 80 lb. Weycroft cover.

Number

Four manuals for combined Levels 2, 3 & 4; 5 & 6; 7 & 8; and 9 & 10.
Distribution: one manual per classroom set of LMS materials.

CRITERION EXERCISES

Purpose

The Criterion Exercises assess student attainment of unit outcomes.

Content

The specific content to be assessed by each Unit Criterion Exercise is provided in Table 1 along with specifications concerning Criterion Levels and the number of items employed to assess each outcome. The outcomes assessed at the end of each unit are selected on the basis of the content analysis of Reading 360 by Milazzo TN 3-71-24, an analysis of the instructional activities provided in each unit, and a systematic accountability charting of phonemic and structural elements taught in Reading 360 (Table 2). Emphasis on the Criterion Exercises is given to the vertical skill strands assessed by the Reading 360 Level Tests. Inasmuch as Reading 360 provided for regular review of decoding skills, Criterion Exercises beginning with Level 4 contain a section designed to assess the retention of essential decoding skills learned previously.

Format

As required, either:

(1) 8½" x 11" head to head, 2 side print

(2) 11" x 17" 4 page signature, head to head, folded and trimmed to 8½" x 11" on 70 lb. offset velum finish

(3) Scan Sheet format

Number

There is one Criterion Exercise for each unit in Levels 2-10. Thirty copies of each Criterion Exercise are provided per class.

CRITERION EXERCISE RECORD SHEET

Purpose

The Criterion Exercise Record Sheets provide a permanent record of pupil performance on unit outcomes.

Content

Each Criterion Exercise Record Sheet contains:

- a permanent record of pupil performance on unit outcomes
- recommendations which will help teachers identify children requiring supplementary instruction
- explicit references to specific activities found in the Reading 360 materials or in the Practice Exercises which may be used as supplementary activities
- a place to record the children who received supplementary instruction

Format

8½" x 11" 2 side print, on 110 lb. stock

Number

One Criterion Exercise Record Sheet for each unit of Reading 360 is provided for each class.

PRACTICE EXERCISES

Purpose

Practice Exercises are designed to provide an easy and rapid means of reviewing word and word-decoding skills. The Practice Exercises may be used both before and after the Criterion Exercises. Practice Exercises will complement supplementary activities and materials found in Reading 360. The use of Practice Exercises for providing supplementary instruction will systematize and simplify remediation.

Content

Practice Exercises (see Table 1) contain lists of unit sight words and decodable words. The decodable words are of two types: those which relate directly to unit instruction and those presented to maintain previously learned decoding skills.

Format

8½" x 11" head to head printed on 2 sides.

Number

A separate Practice Exercise is provided for each unit. Thirty copies of each Practice Exercise are provided per class.

Table 3 provides an overview of the materials provided in LMS Reading 360.

SUMMARY

Reading 360 incorporates a great number of materials and activities which are designed to enrich as well as aid the acquisition of reading skills. Although careful planning and sequencing are evident in the program, Reading 360 lacks certain procedures and structure which characterize a Learning Mastery System. The proposed Learning Mastery System, described in this report, reflects the attempt on the part of the authors to tailor LMS to the strengths and needs of Reading 360.

LMS builds upon the extant specification of objectives provided in Reading 360. Teachers will find adequate guidance concerning initial instruction for all nine skill strands in the Teacher's Editions of the readers. LMS assessment instruments have been modeled in content after the Reading 360 Level and end-of-unit tests. In Levels 2-10, emphasis is given to Vocabulary, Decoding, Comprehension, Language, and Study Skills. The inclusion of these five skill strands and the de-emphasis of the other strands is based on the critical nature of the former strands in early reading instruction and the precedence set by

the authors of the Reading 360 Level Tests. Reasons for the exclusion of certain skill strands have been presented. Some primary considerations were: (1) the inordinate amount of testing time which would be required of pupils and teachers, (2) the lack of behaviorally stated objectives, (3) the difficulty of designing valid paper and pencil tests to measure certain skills, and (4) the problem of establishing acceptable performance levels for such skills as Sensitivity to Social and Moral Values and Creativity. LMS as described herein, will provide teachers with valuable assistance in managing pupil learning from Reading 360.

TABLE 1

Specifications for Unit Criterion Exercises: Levels 2-5

Level 2

Unit	Part	Outcome Assessed	No. of Items	Criterion Level	Level 2 Reader* Section 1	Level 2 Reader* Section 2	Practice Book	Practice Exercises
	1	Vocabulary: Recognition of known words	12	10	31, 33, 37, 39, 40, 43	42	1, 3	Part 1
1		Bill, Lad, runs	(p.45)					
	2	Literal Comprehension: Word meaning	7 (p.47)	5	33, 40			
	1	Vocabulary: Recognition of known words	12	10	53, 55, 57 60		11, 12	Part 1
		hides, Jill, and	(p.62)					
2	2	Literal Comprehension: Word Meaning	6 (p.63)	5	55			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /b/b, /l/l, /r/r, /h/h, /j/j	5 (p.65)	5	50, 57, 60	53, 55, 61	8, 9, 10, 13	
	1	Vocabulary: Recognition of known words	12 (p.79)	10	71, 73, 76,	75		Part 1
		rides, can, this						
3	2	Literal Comprehension: Word Meaning	6 (p.80)	5	71, 73			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /k/c, /m/m, /b/b, /j/j	10 (p.82)	8	68, 69, 72,	78, 81, 84	14, 15, 16, 17, 18, 19	Part 2 p. 84, 85

* Page references are to Teacher's Edition.

Table 1 (cont.)

Specifications for Unit Criterion Exercises: Levels 2-5

Level 2

Unit	Part	Outcome Assessed	No. of Items	Criterion Level	Level 2 Reader Section 1	Level 2 Reader Section 2	Practice Book	Practice Exercises
	1	Vocabulary: Recognition of known words is, here, not	12 (p.96)	10	89, 90, 93		24	Part 1
4	2	Literal Comprehension: Word Meaning	6 (p.97)	5	89, 91, 94			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /n/n, /f/f, /k/c, /m/m	10 (p.99)	8	87, 94, 98	90, 92, 95, 98, 103	20, 21, 22, 23, 25	Part 2
	1	Vocabulary: Recognition of known words Ben, a, duck, Ted	12 (p.115)	10	107, 108, 110, 113		28	Part 1
5	2	Literal Comprehension: Word Meaning	6 (p.116)	5				
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /n/n, /f/f, /d/d, /t/t	10 (p.118)	8	104, 109,	106, 114, 120	26, 28, 29, 30, 31	Part 2
	1	Vocabulary: Recognition of known words Nan, look, at, said	16 (p.134)	13	125, 126, 128, 129, 132	133	33, 34	Part 1
6	2	Literal Comprehension: Word Meaning	6 (p.135)	5	131			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /s/s, /v/v, /d/d, /t/t	10 (p.137)	8	122, 123	124, 127, 130, 131, 136, 139	32, 35, 36	Part 2

Table 1 (cont.)

Specifications for Unit Criterion Exercises: Levels 2-5

Level 2

Unit	Part	Outcome Assessed	No. of Items	Criterion Level	Level 2 Reader Section 1	Level 2 Reader Section 2	Practice Book	Practice Exercises
	1	Vocabulary: Recognition of known words get, the, park, will	16 (p. 152)	13	144, 147, 148, 150		38	Part 1
7	2	Literal Comprehension: Word Meaning	6 (p.153)	5	147, 150			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /p/p, /w/w, /g/g, /s/s, /v/v	10 (p.155)	8	143, 145, 149	146, 148, 151 156, 157	37, 39, 40, 41, 42	Part 2
	1	Vocabulary: Recognition of known words We, help, Stop, no, yes	10 (p.170)	8	163, 164, 165, 166 167		46	Part 1
8	2	Literal Comprehension: Word Meaning	6 (to be developed)	5	163, 168			
	3	Phonemic Analysis: Developing Phoneme-Grapheme correspondences /p/p, /w/w, /g/g, /y/y, /s/s	10 (p.172)	8	161,	161, 164, 169, 173	43, 44, 45, 47	

TABLE 1 (cont.)

Specifications for Unit Criterion Exercises Levels 2-5.

Level 3 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 3 Reader		*Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Phonemic Analysis: Discrimination between initial phoneme-grapheme correspondences:						
	/b/ b and /p/ p	5	4	36,49,50,37			
	/t/ t and /d/ d	5	4	38,49	52	3	
	/k/ k and /g/ g	5	4	59,60	64	4	
	/m/ m and /n/ n	5	4	71,72	74,85	7	
2	Phonemic Analysis: Discrimination between final phoneme-grapheme correspondences:						
	/t/ t and /d/ d	5	4	51	53	3	
	/k/ k and /g/ g	5	4	60,61	64	4	
	/m/ m and /n/ n	5	4	72	74	7	
3	Phonemic Analysis: Discrimination of vowel sounds /ay/ and /i/ from other medial vowel sounds						
	/i/	5	4	83,88	85	11	
	/ay/	5	4	73,	74	10	
4	Literal Comprehension: Recognition of details	5	4				Part 1
	TOTAL	50		59,62,71			

* Page references are to Teacher's Editions.

TABLE 1 (cont.)

Level 3 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 3 Reader		Skills Handbook	Practice Excercises
				Section 1	Section 2		
1	Phonemic Analysis: Discrimination between initial phoneme-grapheme correspondences:						
	/r/ r and /w/ w	5	4	98,99	130,138	14,15,24	
2	Phonemic Analysis: Discrimination between final phoneme-grapheme correspondences:						
	/r/ r and /l/ l	5	4	99,108	112,130	15,17	
	/p/ p and /b/ b	5	4	136	138		
3	Phonemic Analysis: Discrimination of vowel sounds:						
	/ay/ i-e and /i/ i	5	4	110,136,140	100,130	27	
4	Structural Analysis: Decode words with Graphemic bases: ill, ide, iss, it, ike	8	6	109,120,137	111,121,138	25,26	Part 2
5	Vocabulary: Recognition of known words	8	6	99,111	113,131,138	16,21	Part 1
6	Structural Analysis: Decode verbs inflected with s and plural forms with s	5	4	120		22	
7	Literal Comprehension: Recognition of details	5	4	98,119,141		19	
	TOTAL	46					

TABLE 1 (cont.)
Level 3 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 3 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Phonemic Analysis: Discrimination between initial phoneme-grapheme correspondences: /f/ f, /l/ l, /j/ j, /v/ v, /y/ y, and /h/h	10	8	59,108,158	64,128,130,159	4,17,24, 35	
2	Structural Analysis: Decode words containing graphemic bases ine, ipe, in, ip, ile, ite	8	6	150,158, 159, 171		37	Part 2
3	Vocabulary: Recognition of known words	5	4		161	31	Part 1
4	Inferential Comprehension: Making judgements of reality or fantasy	5	4	171			
	TOTAL	28					

TABLE 1 (cont.)
Level 4 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 4 Reader Section 1	Related Instructional Activities Level 4 Reader Section 2	Skills Handbook	Practice Exercises
1	Vocabulary: Recognition of known words	8	6	198	206		Part 1
2	Phonemic Analysis: Discriminate between initial phoneme-grapheme correspondences /z/ z and /s/ s	5	4	187		41	
3	Structural Analysis: Decode words containing graphemic bases: eed, eel, eek, eep, eet, id, im	10	8	196,203,212	197,205	45,46,49	Part 2
4	Phonemic Analysis: Discriminate between final phoneme-grapheme correspondences /z/ s and /s/ s	5	4	196	197		
5	Phonemic and Structural Analysis: Skills Retention: Decode words with /l/ l (i,f) /l/ ll (f) /ip/ /it/ /i/ i /ay/ i-e	6	5	188,203,204 212,217	197,213	41,46,48	Part 3
6	Literal Comprehension: Recognition of Details	5	4				
	TOTAL	39					

TABLE 1 (cont.)
Level 4 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 4 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	8	6		252		Part 1
2	Structural Analysis: Decode words containing graphemic bases: ead, eat, eal, ed, et, en, ell	8	6	232,241,250	233,242	54,57	Part 2
3	Phonemic Analysis: Discriminate between phoneme-grapheme correspondences /e/ e and /iy/ ea	5	4	231,240,253, 254,255	233	56	
4	Syntactical Understanding: Reordering words to construct sentences	5	4	232			
5	Phonemic and Structural Analysis: Skills Retention: Decode words with						
	/iy/ e /iy/ ee	5	4	240	233	56	
	TOTAL	31					

TABLE 1 (cont.)
Level 4 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 4 Reader		Skills Handbook	Practice Exercises
1	Vocabulary: Recognition of known words	8	6	283	271		Part 1
2	Phonemic Analysis: Discriminate medial phoneme-grapheme correspondences /l/l, /m/m, and /n/n	5	4	268,269	270	68	
3	Phonemic Analysis: Discriminate words with the phoneme-grapheme correspondences /iy/ea, /e/e, /e/ai and /iy/e-e	12	9	280, 277, 281, 282	271, 278		Part 2
4	Literal Comprehension: Sequence	5	4				
5	Phonemic and Structural Analysis: Skills Retention: Decode words with						
	initial /l/l, /m/m, /n/n	5	4				
	final /l/l, /m/m, /n/n	5	4	268,269	278		Part 3
	TOTAL	40					

TABLE 1 (cont.)
Level 5 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 5 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	8	6		52,59		Part 1
2	Structural Analysis: Decode words containing graphemic bases; at, an, ack	6	5	51,58,64,72,74	64	12,16	Part 2
3	Phonemic Analysis: Discriminate between phoneme-grapheme correspondences /e/ e and /æ/ a	5	4	37,44,72,74,43		6	
4	Phonemic Analysis: Decode words containing initial /tr/ tr	5	4	64		15	
5	Structural Analysis: Decoding words containing verb inflection ing	5	4	37,58		11	
6	Literal Comprehension: Classifying Ideas	5	4		44	13	
7	Phonemic and Structural Analysis: Skills Retention	10	8				
	(a) Decode words containing correspondence /e/ e			43			Part 3
	(b) Decode words containing verb inflection s			38	39		Part 3
	(c) Decode words containing plurals s			44			Part 3
	TOTAL	44					

TABLE 1 (cont.)
Level 5 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 5 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	8	6		92,104	27,42	Part 1
2	Phonemic Analysis: Decode words containing phoneme-grapheme correspondences: /pl/pl (initial), /θ/th (initial)	8	6	84,96,97		28,23,41	Part 2
3	Structural Analysis: Decode words containing: es (plurals), 's (possessions), 's, n't, 'm (contractions)	14	11	109,110,117		35,38	Part 2
4	Structural Analysis: Decode words containing verb inflection ed	5	4	96	110	31	Part 2
5	Syntactical Understanding: Understanding sentences	5	4	85		30	
6	Phonemic and Structural Analysis: Skills Retention						
	(a) Decode words containing correspondences; /e/ e, /i/ i, /æ / a /ay/ i-e, verb inflections s, ing (Words will adhere to CVC decoding pattern)	10	8	91,103,117,122, 123	92,118, 110		Part 3
	(b) Decode words containing s (plurals)	6	4	85,110,117			Part 3
	TOTAL	56					

TABLE 1 (cont.)
Level 5 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 5 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8		144,152,170	48	Part 1
2	Structural Analysis: Decode words containing graphemic bases ake, and am	5	4	162,175		53	Part 2
3	Phonemic Analysis: Decode words containing phoneme-grapheme correspondences; /kw/ qu (initial), /ks/ x (final), /v/ ve, (final), and /ey/ ay, /ey/ a-e	12	10	135,151,169 142,		43,52,59 47,51	Part 2
4	Inferential Comprehension: Recognizing the main idea (e.g. select a discriptive title for a paragraph)	3	2		143	47	
5	Phonemic and Structural Analysis: Skills Retention						
	(a) Decode words with vowel correspondences; /ay/ i, /ay/ i-e, /iy/ ee	10	8	152,162			Part 3
	(b) Decode words with inflections ed, ing, plural es, and possessives ('s)			136,143,162		55	Part 3
	(c) Decode words containing graphemic bases; at, an			173			Part 3
	TOTAL	40					

TABLE 1 (cont.)
Level 5 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 5 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	8	6		185,211	68	Part 1
2	Structural Analysis: Decode words containing graphemic bases ate, ame,	6	5	183,191,220		63,67	Part 2
3	Phonemic Analysis: Decode words containing phoneme-grapheme correspondences	10	8				
	/hw/ wh (initial), /θ/ th (final)			184,190,200, 209,217		64,66,69, 72,75	Part 2
	/st/ st (initial), /fr/ fr (initial)						
	/ʃ/ sh (initial)				219		
4	Vocabulary: Recognition of number and color words	10	8				
5	Study Skills: Reading map and legend	5	4				
6	Phonemic and Structural Analysis: Skills Retention	12	10				
	(a) Decode words containing inflections s and ed			200,218		74	Part 3
	(b) Decode contractions			184			Part 3
	(c) Decode possessives			209			Part 3
	(d) Decode words containing graphemic base ake			220		63,67	Part 3
	(e) Decode words containing graphemic bases: ed, eel, eep, eet, en ill, im, ine, ip			222			Part 3
	TOTAL	51					

TABLE 1 (cont.)
Level 5 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities Level 5 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	8	6		260	86	Part 1
2	Phonemic Analysis: Decoding words containing phoneme-grapheme correspondences						
	/gr/ gr, / ð/ th, /f/ ff	6	5	234,241,258,259		81,84,90	Part 2
3	Structural Analysis: Recognizing the number of syllables in a word	5	4	242		91	
4	Review of Vocabulary: Recognizing Opposites (e.g. night-day)	5	4		243		
5	Structural Analysis: Generalizing that vowel sounds at the end of words are usually glided	5	4	250		87	
6	Syntactical Understanding: Completing sentences (using who, what, why, when, where)	5	4				
7	Phonemic and Structural Analysis: Skills Retention						
	(a) Decode words containing consonant correspondences;						
	/hw/ wh (initial), /š/ sh (initial)	10	8	234,242			Part 3
	(b) Decode words containing vowel correspondences;						
	/ey/ a-e, /æ / a, /ay/ i-e			250,259			Part 3
	(c) Decode words containing inflections; ed (verbs ending in e, like-liked) and ing			241,249,267			Part 3
	TOTAL	44					

TABLE 1 (cont.)

Level 6 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	12	10				Part 1
2	Phonemic Analysis: Decode words containing correspondences: /u/oo, /sm/sm, /s/c, /ow/o, /č/ch	10	8	46,53,61,77	55	3,5,6,8	Part 2
3	Structural Analysis: Decode compound words	6	5	38		2	Part 2
4	Literal Comprehension: Recognition of details.	5	4	69		4	
5	Inferential Comprehension: Develop ability to draw inferences concerning character traits from story details.	5	4	46			
6	Phonemic and Structural Analysis: Skills Retention						Part 3
	(a) Decode words containing: /ae/a /i/i, /e,/e, /fr/fr, /θ/th, /ey/a-e, /ay/i-e, /ð/th, /gr/gr	15	12	37,45,61,68			
	(b) Decode words containing: n't, 's			38,77	47	10	

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TABLE 1 (cont.)

Level 6 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8		93,101		Part 1
2	Phonemic Analysis: Decode words containing correspondences: /ɔ/a (tale), /ɔ/aw (sawmill), /a/o (pond)			99,124	137	23,24,34	Part 2
	/uw/oo & /uw/oo-/u/oo discrimination			116,133	126	32,36	
	/nd/nd, /nt/nt, /f/f (final position)	14	10	105,116,117	107	27,31,33	
3	Structural Analysis: Decode words containing graphemic bases all, and	6	5	99,105,124		24,27	
4	Literal and Inferential Comprehension: Recognition of details, main ideas and sequence	8	6	106 133			
5	Study Skills: Arrange pairs of words in alphabetical order	6	5	117	127		
6	Phonemic and Structural Analysis: Skills Retention Decode words containing: /sm/sm; /s/c, /k/c; /ow/o	10	8	91,92,106			Part 3
	/ey/ay, verb inflection ed			100,117,133	107		
7	Vocabulary: Skills Retention Recognize vocabulary frequently used in stories	5	4	93			Part 3
		59					

TABLE 1 (cont.)

Level 6 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8	156			Part 1
2	Phonemic Analysis: (1) Discriminate between phoneme-grapheme correspondences /ə/u (bus) and /a/o (mop),	5	4	154	156,179	43	Part 2
	(2) Decode words containing consonant correspondences /st/st (final) and /š/sh (final)	5	4	154,178		53	Part 2
3	Structural Analysis: Decode words containing; (1) graphemic base alk (2) contractions 'll, 're	6	5	154,170 155		44 45	Part 2
4	Literal Comprehension: Understanding directions in independent exercises	5	4	164,180			
5	Inferential Comprehension: Ability to relate cause & effect	5	4	171		48,49,51	
6	Structural Analysis: Decode Compound Words	5	4	163,170	171		
7	Phonemic and Structural Analysis: Skills Retention Decode words containing:	10	4				Part 3
	(1) Graphemic Base all			155,163		45	
	(2) Vowel Correspondence /iy/ee, /u/oo, /iy/e, /ɔ/aw, /uw/oo /s/c, /s/s			170 164			
	(3) Contractions	—					
	(4) Verb inflections ed & ing	55					

TABLE 1 (cont.)

Level 6 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2	Phonemic Analysis: Decoding words containing:	8	6				
	/ow o-e			193	235	59	Part 2
	/uw o (alone and contrasted with			193,204	214	60	
	/ow o in no)			204	224	63	
	/ar/ar			204		62	
	/bl/bl						
3	Structural Analysis: Decoding words with graphemic bases ing, ang, ung	6	5	193		61	Part 2
4	Literal & Inferential Comprehension: Reading for details & inferring character traits	10	8	195, 213, 223			
5	Syntactical Understanding: Using prepositions and prepositional phrases in sentences	5	4	209,223			
6	Structural Analysis: Identifying the number of syllables in words	5	4	213			
7	Phonemic and Structural Analysis: Skills Retention	5	4				Part 3
	/uw/oo, uw/o			204	214,233		
	/ə/u			222,232			
	/č/ch (initial)			213			
	/v/v, f/f discrimination			232	213		
	/nd, nd (final)						
	plural s						
8.	Syntactical Understanding: Varying sentence word order without changing meaning	5	4	207			
		54					

TABLE 1 (cont.)

Level 6 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2	Phonemic Analysis: Decoding words with correspondence /č/ch (final)	5	4	260	278	77	Part 2
3	Syntactical Understanding: Expressing in a sentence one complete idea	5	4	277			
4	Word Meaning: Identifying words with opposite meaning	6	5	277			
5	Literal Comprehension: Classifying ideas	6	5	246,264			
6	Phonemic & Structural Analysis: Skills Retention	16	13				Part 3
	(1) Decoding words with correspondences						
	/ar/ar			246		75	
	/uw/oo			276			
	/a/o			276			
	/k/c			246	278		
	/š/sh			261	262,278		
	/bl/bl, /pl/pl			275			
	(2) Decoding words with graphemic bases ing, ang, ung			261	279		
	alk, all, aw			262			
		48					

TABLE 1 (cont.)

Level 6 - Unit 6

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 6 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2	Phonemic Analysis: Decoding words with correspondence /č/tch	5	4	318		90	Part 2
3	Structural Analysis: Decoding words with graphemic base ink	5	4	299,310			
4	Literal Comprehension: Determining central idea of a group of sentences	5	4	319			
5	Inferential Comprehension: Decoding answers from descriptive clues	5	4	318			
6	Word Meaning: Using descriptive words for clearer oral and written expressions	5	4	300,301			
7	Phonemic and Structural Analysis: Skills Retention Decoding words with correspondences /ə/u /v/ve, /f/f (final position) /nd/nd & /nt/nt /hw/wh /bl/bl /š/sh	10	8	298 309 318 263	311,320		Part 3
		45					

TABLE 1 (cont.)

Level 7 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8		44,54,55	8	Part 1
2	Inferential Comprehension: Understanding the main idea; noting that all details in a paragraph contribute to the main idea	5	4	63			Part 2
3	Inferential Comprehension: Developing ability to make judgements of adequacy; drawing conclusions from facts	5	4	43			
4	Inferential Comprehension: Understanding word imagery by using synonyms for words and phrases	5	4	53,74,75			
5	Structural Analysis: Auditory perception of syllables in multisyllable words	5	4	92			
6	Study Skills: Alphabetizing words with the same first letter	5	4	75,92,93	86		
7	Phonemic and Structural Analysis: Skills Retention	15	12				Part 3
	Decoding words with the following correspondences:	—					
	/č/<u>ch</u>, /k/<u>ck</u>*	50		41,63,73,74	64		
	/š/<u>sh</u>, /s/<u>st</u>						
	/gr/<u>gr</u>, /tr/<u>tr</u>						
	/ar/<u>ar</u>						
	/ae/<u>a</u>, /e/<u>e</u>, /i/<u>i</u>, i/<u>i-e</u>			51,52,62,63	75,76	7	
	/a/<u>y</u>			73,84			

* This correspondence was originally tested with /k/k (final)

TABLE 1 (cont.)

Level 7 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8		158	26,35	Part 1
2	Phonemic Analysis: Decoding words with the following vowel correspondences						Part 2
	A. /ow/oa, /ow/o-e, /aw/ow			110,119,143,145		24,29,33	
	B. /ər/er, ear			130,143,144		30	
	C. /ey/ai, /ey/ay, /ey/a-e (Distractors)	15	12	155			
3	Phonemic Analysis: Decoding words with the following consonant correspondences /ld/ld, /fl/fl, /kr/cr, /sl/sl /fr/fr, /gr/gr (Distractors)	10	8	111,120,121 130,155	133		Part 3
4	Literal Comprehension: Differentiating fact from fiction	5	4	113			
5	Inferential Comprehension: Inferring character traits from statements of behavior	5	4	132			
6	Study Skills: Distinguishing between words that infer time and those which infer place	5	4	146			
7	Syntactical Understanding: Expressing ideas in more than one way	5	4	121			
8	Language Development: Identifying pronouns and their referents	5	4	156			Part 4

TABLE 1 (cont.)

Level 7 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
9	Phonemic and Structural Analysis: Skills Retention: Decode words with correspondences /ow/ou, /ow/oa, contrasted with /ow/o-e, /aw/ow, /ər/ear, /ɚ/er, /ow/ow, /ey/ai, /ld/ld, /fl/fl, /kr/cr, /sl/sl, and verbs with es.	10	8	110,111,119, 120,121,130, 143,144,145, 155	133,157	24,29, 30,33	Part 3

TABLE 1 (cont.)

Level 7 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2a	Phonemic Analysis: Decoding words with the following vowel correspondences	5	4				Part 2
	/ər/or (work)			213-214		51	
	/ɔr/or (fort)			188, 213-214		51	
2b	Phonemic Analysis: Decoding words with the following consonant correspondences	5	4				Part 2
	/m/mb			200			
	/lf/lf (contrasted with /ld/ld			176,201			
	/sk/sk (final)			176			
	/sn/sn (contrasted with /sm/sm)			213			
3a	Structural Analysis: Decoding compound words containing self and words with graphemic bases ank, and unk (contrasted with ink)	8	6	201 214-215			
3b	Structural Analysis: Decoding CVCe words to which e has been dropped and ing has been affixed	5	4	215	216-217		
4	Literal Comprehension: Determining the relevance of subordinate ideas to the main idea of a paragraph	5	4	215			

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
5	*Structural Analysis: Noting that addition of ed and ing to a word may not add another syllable	5	4	177,202			
6	Syntactical Understanding: Noting the effect of propositions on phrase meaning	5	4	178			
7	Phonemic and Structural Analysis: Skills Retention: Decoding words containing the following correspondences /ow/oa, /aw/ow, /ow/ow /ow/o, /ow/o-e, /sl/sl, /st/st (final),	10	8	176,177,188,189 200,201,213	179,180	43	Part 3

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*The teacher is advised to give pupils the practice exercise for this skill prior to the Criterion Exercise, because the activity on page 202 does not involve instances of words containing ing which have only one syllable (e.g. sing).

TABLE 1 (cont.)

Level 7 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Acitivites *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8		239,249,257, 267,282		Part 1
2	Phonemic Analysis: Decoding words containing the following correspondences	10	8				
	/ey/a			289		71	Part 2
	/aw/ou			246,247		60	
	/ər/ur			235,256,265,292	239,256		
	/ər/ir			254,256,290		63	
3	Phonemic Analysis: Decoding words containing the following correspondences	10	8				Part 2
	/kl/cl			279		68	
	/n/kn			255		68	
	/br/br			290			
	/sk/sk			278			
4	Structural Analysis: Introducing suffix est in comparisons	5	4	265		66	
5	Writer's Craft: Inferring "setting" from a paragraph	5	4	291			
6	Inferential Comprehension: Differentiating fact from opinion	5	4	248			
7	Syntactical Understanding: Restating ideas without changing meaning	5	4	237			
8	Language Development: Using a variety of action words	5	4	280			

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
9	Inferential Comprehension: Discriminating between realistic and unrealistic situations	5	4	238			
10	Phonemic & Structural Analysis: Skills Retention Decoding words containing the following correspondences /ər/ear, /ər/er, /ər/or, /ɔr/or, /ar/ar, /fl/fl	8 68	6	236,265,290, 248,278,280	239,256	57,60,63	Part 3

TABLE 1 (cont.)

Level 7 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2	Phonemic Analysis: Decoding words containing the following vowel and consonant correspondences	8	6				Part 2
	/ī/ y			359			
	/gl/ gl			311		77	
	/dr/ dr			311		77	
	/ĭ/ g			326		80	
3a	Structural Analysis: Decoding words containing graphemic bases ail, ound	5	4	327,350		86,96	
3b	Structural Analysis: Decoding words containing suffixes ly and y	5	4	328,360	363		
3c	Determining the number of syllables in words which contain ly and y	6	5				
4	Inferential Comprehension: Identifying the main ideas and supporting details in a paragraph or story	5	4	312,342,352			
5	Literal Comprehension: Understanding and noting the time element of events	5		362			
6	Language Development: Matching statements of similar ideas	5	4	313			
7	Vocabulary: Using Analogies to extend word meaning	5	4	353			

Level 7 - Unit 5 (cont.)

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
8	Structural Analysis: Decoding multi-syllable words containing est	5	4	362			
9	Phonemic and Structural Analysis: Skills Retention: Decode words with /ər/er, /ey/a, /ow/oa, /aw/ou, /ow/ow, /br/br, /fl/fl, /m/mb, /sn/sn, and	10	8	312,328,340,341, 351,352,361	314		Part 3
		—					
		69					

TABLE 1 (cont.)

Level 7 - Unit 6

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 7 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8	404	385	98,106	Part 1
2	Phonemic Analysis: Decoding words containing correspondences /ər/ar	8	7	392,412		99	Part 2
3	Inferential Comprehension:						
	a) associating story details with main ideas	5	4	394		97,101, 105,108	
	b) drawing inferences about story characters	5	4	394			
4	Inferential Comprehension: Inferring the lesson in a fable	5	4	414			
5	Inferential Comprehension: Paraphrasing ideas	5	4	404			
6	Literal Comprehension: Reading and interpreting schedules	5	4	414			
7	Language Development: Understanding the clear references between pronouns and their antecedents	5	4	413			
8	Phonemic and Structural Analysis: Skills Retention	20	16				Part 3
	Decoding words containing the following correspondences						
	a) /aw/ou, /aw/ow, /ər/ear, /ər/er, /ər/ir, /ər/or, /ər/ur			382,412	415	99	
	b) /ld/ld, /nd/nd, /dr/dr, /br/br, /kr/cr, /n/kn, /fr/fr,			383,392, 403	415	106	
	c) Inflection es added to sh, ch, tch, and x			393			
	d) ly			383		85	
	e) self			393			

TABLE 1 (cont.)

Level 8 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8	41,52,81		4,8,16	Part 1
2	Phonemic Analysis: Decode words containing	12	10				Part 2
	* /ay/igh, /y/ie (graphemic base ight)			40,62,75,82	42	2,12,14,16	
	* /e/ea (graphemic base ead)			51,80,82	52	6,16	
	/uw/ew, /yuw/ew			61,82		9	
	/ft/ft			75,82	77	13	
3	Structural Analysis: Complete a sentence using hyphenated compounds	5	4	62			
4	Literal and Inferential Comprehension: Recognition and recall of story details, sequence of events, and main ideas, and predicting outcomes	10	8	62,40,76,82, 83,52,	77	3,11,17	
5	Study Skills: Classify phrases as telling when, what, where and who	5	4	63		18	
6	Language Development: Understanding figurative language	5	4	41			
7	Phonemic and Structural Analysis: Skills Retention: Decode contraction and words containing /ay/ i-e contractions	6	5	40 76,82	53	2	Part 3
		53					

*Graphemic bases ead and ight are tested in conjunction with /ay/igh and /e/ea.

TABLE 1 (cont.)

Level 8 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary Recognition of known words	10	8	93,127,135		20,37,38	Part 1
2	Phonemic Analysis: Decode words containing correspondences /sp/sp /str/str final /pt/pt	8	6	92,109,118,136		19,26,36	Part 2
3	Structural Analysis: Decode compound words	5	4	102			
4a	Literal Comprehension: Understanding the four cardinal directions	5	4	110			
4b	Literal and Inferential Comprehension: Recognition & recall of story details, sequence, and main ideas	8	6	118,93,126 102	128	22 24	
5a	Vocabulary: Recognizing antonyms	5	4	102	103		
5b	Vocabulary: Understanding words with more than one meaning	5	4	127		34	
6	Language Development Syntactical understanding: recognizing sentence meaning	5	4	103			
		51					

TABLE 1 (cont.)

Level 8 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	148,174,191		50	Part 1
2	Phonemic Analysis: Decode words with phoneme-grapheme correspondences	10	8				Part 2
	/skw/squ			160		56	
	/pr/pr			172,190-1	174	47,56	
	/spr/spr			172,190-1	174	51,56	
	/sw/sw			182,190-1		51,55,56	
3	Structural Analysis: Decode words which follow generalization that plurals & verb variants of words ending in y are formed by changing y to i before adding es or ed	5	4	147,190		40,41	
4	Literal & Inferential Comprehension: recalling story details discriminating between true and false statements based on story content and inferring conclusions from limited information	10	8	173,183 148,161	149,185	49,53 39,49,53	
5	Vocabulary: Word meaning - understanding and using synonyms	8	6	162,184,191	163,164		
6	Phonemic & Structural Analysis: Skills Retention	10	8				Part 3
	/ay/y			183	149	44	
	/e/ea			160			
	/str/str			173		51	
	compound words			183,191	184		

TABLE 1 (cont.)

Level 8 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8	226		67,74	Part 1
2	Phonemic Analysis: Decode words with /sk/sc /lt/lt	6	5	201,212,252,254 247,254		59 71	Part 2
3	Structural Analysis: Decode words with suffix ful graphemic base unny	5	4	202,252 247		59	
4a	Literal and Inferential Comprehension: Recognition and recall of story details, events in sequence, discriminating between true and false story statements, inferring ideas implied but not directly stated, cause and effect relationships	10	8	203,226 255,248 202,	248	66,70,76	
5a	Structural Analysis: Identify consonant clusters and consonant digraphs	5	4	225,239 254		68,69,74	
5b	Structural Analysis: Divide words into syllables between the two letters of a medial consonant cluster	5	4	239		68,69,74	
6	Language Development: Syntactical Understanding - associating word order with sentence meaning	5		215		63,75	

Level 8 - Unit 4 (cont.)

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
8	Phonemic and Structural Analysis: Skills Retention: decode words with	14	11				Part 3
	/str/<u>str</u>			201			
	/sw/<u>sw</u>			213			
	/ft/<u>ft</u>			224,247,252			
	/pt/<u>pt</u>			247			
	singular possessive '<u>s</u>			213		65	
	<u>y</u> changing to <u>i</u> before <u>es</u> or <u>ed</u> is added			224	247		
		60					

TABLE 1 (cont.)

Level 8 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	302,306	290	92	Part 1
2	Phonemic Analysis: Decode words with	10	8				Part 2
	/skr/scr			264,278,302,306	266	77,92	
	/tw/tw			277		80	
	* /mp/mp (ump)			278,298,306		81	
3	Literal Comprenension:	10	8				
	recognizing and recalling story details			289,300,307		83,90	
	identifying a paragraph topic			279			
4	Inferential Comprehension: Discriminating between fact and fancy	5	4	265,278			
5a	Phonemic and Structural Analysis: Skills Retention	15	12				
	decode words with						
	/uw/ew, /yuw/ew			264			
	/sw/sw			265,306	266		
	/lt/lt			287			
	/spr/spr, /str/str			288,306			
	graphemic base ight			299			
	singular possessive 's			299			
5b	Phonemic and Structural Analysis: Skills Retention	5	4	265,288		86,92	
	divide words into syllables between the two letters of a medial consonant cluster						
		55					

* Graphemic base ump is tested in conjunction with correspondence /mp/mp.

TABLE 1 (cont.)

Level 8 - Unit 6

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 8 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	346	342	100	Part 1
2a	Structural Analysis: Syllabicate words with	10	8				Part 2
	medial consonant digraph			315,347		95,109	
	medial cluster of three consonants			325,347	327	101,109	
	prefixes a, be, de and re			339,347	341	105,109	
2b	Structural Analysis: Decode words with	10	8				
	medial consonant digraph			315,347		95,109	
	medial cluster of three consonants			325,347	327	101,109	
	prefixes a, be, de and re			339,347	341	105,109	
	y changing to i before er is added			338		106	
3	Inferential Comprehension: Understanding the authors use of language	5	4	316			
4	Literal Comprehension:	10	8				
	recognition and recall of story events in sequence			325,347			
	recognition and recall of story details			340			
	associating characters' names with specific details						
5	Vocabulary: Recognizing words with similar meanings	5	4	317		100,103,104	
6	Phonemic & Structural Analysis: Skills Retention	6	5				Part 3
	decode words with						
	/tw/tw			324			
	suffix ful (syllabication Rule 2)			339			
	y changing to i before adding es or ed			324,347			

TABLE 1 (cont.)

Part	Outcome Assessed	Level 9 - Unit 1 No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader Section 1	Related Instructional Activities *Level 9 Reader Section 2	Skills Handbook	Practice Exercises
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	80		20	Part 1
2a	Phonemic Analysis: Decoding words with consonant /f/ph	5	4	66			Part 2
2b	Phonemic Analysis:* Decoding words with vowel /ɔ/o	5	4	42,56			
3a	Structural Analysis: Decode words containing word parts	5	4				
	tion, sion, ion			66,75		21	
	ment			67		21	
3b	Structural Analysis: Decode words that are plural possessives	5	4	43			
3c	Structural Analysis: Divide words into two parts by using Syllabication Rule 4 (CV or CVC patterns)	5	4	55		14,15	
4a	Literal Comprehension: Recognizing and recalling sequence of story events and story details	8	6	67 80		3,19,22	
4b	Literal Comprehension: Finding the main idea by solving riddles	5	4	76			
5	Inferential Comprehension: Inferring cause and effect relationships	5	4	57			

*The vowel correspondences /a/o (hot) and /ow/o (smoke) are used as distractors.

Level 9 - Unit 1 (cont.)

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
6a	Study Skills: Use of the glossary: examining the glossary for guide words, entry words, pronunciation indicators, definitions, and alphabetical arrangement	5	4	44-45,80	45,46,58		
6b	Study Skills: Use of the glossary: Using the pronunciation key	5	4	57,67	78		
7a	Phonemic and Structural Analysis: Skills Retention: Identifying Syllabication Rules 1 (compounds), 2 (afixes*), or 3 (2 or 3 consonant clusters or a consonant digraph) as the best way to syllabicate a word.	5	4	42-43,76		4,5	Part 3
7b	Phonemic and Structural Analysis: Skills Retention:	5	4				
	Decode singular possessives			43			
	/lt/lt			56			
	graphemic base ight	—		56	76	7	
		73					

*includes prefixes a and unstressed de.

TABLE 1 (cont.)

Level 9 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8	124		26,32	Part 1
2a	Phonemic Analysis: Decode words with vowel correspondences	8	6				Part 2
	* /uw/ou (group)			94			
	/ɔ/au (caught)			106			
	/ɔy/oi, oy			119			
2b	Phonemic Analysis: Decode words with consonant correspondences	5	4				
	/ϕ/gh			106			
	/f/gh			120			
3	Literal Comprehension: Creating subtitles for a story	5	4	120			
4	Inferential Comprehension: Reading for implied meaning	8	6	95			
5a	Study Skills: Use of the glossary: the primary stress mark	6	5	95		25	
5b	Study Skills: Use of the glossary: select a definition appropriate to the context	8	6	121			
6	Phonemic and Structural Analysis: Skills Retention: decode words using Syllabication Rules 3, and 4, with various sounds represented by ea; and with /sw/sw /str/str	10	8	94 106 107 120	96	24,33	Part 3
		60					

* Correspondence /aw/ou (house) is used as a distractor

TABLE 1 (cont.)

Level 9 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	172,173			Part 1
2	Structural Analysis: Decode words with graphemic bases	10	8				Part 2
	og, oss, ong			147			
	*oy, oil			156			
3a	Literal Comprehension: Recognizing and recalling:	8	6				
	story details			138,169		47	
	sequence of events			156			
	characters in a story			156			
	main idea of a story			168			
3b	Literal Comprehension: Recognizing specific ideas within paragraphs	5	4	157			
4	Inferential Comprehension: distinguishing between fantasy and reality	5	4	138		40	
5	Study Skills: Use of the glossary reinforcing the use of guide words, and word meaning through use of the glossary	8	6	148			
6	Vocabulary: Word Meaning - using homonyms in sentences	8	6	168		44,45	
7	Phonemic and Structural Analysis: Skills Retention:	12	10				Part 3
	/uw/ew, /yuw/ew	66		137			

*These graphemic bases have been indirectly tested previously in conjunction with the medial vowel correspondences /ɔy/oi, oy.

Level 9, Unit 3 (cont.)

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
	(Skills Retention - Continued)						
	/pr/pr			148			
	generalization that y changes to i before es is added			148		39	
	generalization that y changes to i before ed is added			156			
	prefix re			155		41	
	/ər/ar, er/or			167			

TABLE 1 (cont.)

Level 9 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	223		52-53,54	Part 1
2	Phonemic Analysis: Decode words with */yuw/u, /yuw/u-e	10	8	184		50	Part 2
	/ey/ei, /ey/ei followed by gh			199		58	
	/yən/ion			218			
3	Structural Analysis: Decode words with the suffix ily **	5	4	184			
4a	Study Skills: Use of the glossary - alphabetical arrangement of words	5	4	201			
4b	Study Skills: Use of the glossary - selecting a definition appropriate to sentence context	5	4	211			
5a	Literal Comprehension: Recognizing and recalling	8	6				
	main ideas			200			
	story details			219	186	62-63	
	time sequence of events			200			
5b	Literal Comprehension: Organizing and comparing informational material	8	6	200			
6	Inferential Comprehension: inferring cause and effect relationships	5	4	211			
7	Phonemic and Structural Analysis: Skills Retention	12	10				Part 3
		68					

* Correspondence /ə/u (nut) is used as a distractor
** Suffix ly (safely) is used as a distractor

Level 9 - Unit 4 (cont.)

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
	prefix be			184		51,66	
	suffic ful			185		51,65	
	/ɔ/au, au followed by gh			200		55	
	/uw/ou			218		64	
	/mp/mp			210		59	
	/sp/sp, /spr/spr			210		60	

TABLE 1 (cont.)

Level 9 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8			85	Part 1
2a	Phonemic Analysis: Decode words with vowel correspondences	5	4				Part 2
	/u/u			255		78	
	/a/a			273,278			
2b	Phonemic Analysis: Decode words with	5	4				
	* /šən/cian			234,278		70	
3	Structural Analysis: Decode words where y changes to i before er or est is added	5	4	261,278		80	
4a	Literal Comprehension: Arranging sentences in sequence	5	4	273			
4b	Literal and Inferential Comprehension:	10	8				
	recalling story details			247,256		72,76,77	
	finding the main idea			246,262		79	
5a	Vocabulary: Finding antonyms	5	4	235			
5b	Vocabulary: Using one word in two different contexts	5	4	256			
6	Study Skills: Selecting the meaning appropriate to context when words have more than one meaning	5	4	235,236			
7	Phonemic & Structural Analysis: Skills Retention:	12	10				Part 3
	contractions 'll, 've, 's, 't			273	237	84	
	/skw/squ	—		246		73	
	/skr/scr			255		75	
	/yuw/u, u-e	67		235		71	

* ion, tion, sion are used as distractors

TABLE 1 (cont.)

Level 9 - Unit 6

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 9 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Recognition of known words	10	8				Part 1
2	Phonemic Analysis: Decode words with /ɔ/ou followed by /ɸ/gh (bought) /ə/ou	5	4	311 335		97	Part 2
3	Structural Analysis: Decode words with prefix pre	5	4	325		104	
4	Literal Comprehension: Recalling story details and sequence of events	8	6	317,335,339 311	312 291	89,99,106,107	
5a	Inferential Comprehension: Selecting an adjective that expresses the main idea of a paragraph	5	4	326			
5b	Inferential Comprehension: Inferring details not stated in the text, character traits and cause and effect relationships	8	6	290 311 331		92,93	
6a	Vocabulary: Building compound words	5	4	303			
6b	Vocabulary: Finding synonyms	5	4	290			
7	Phonemic and Structural Analysis: Skills Retention: Decode words with /ɸ/gh, /f/gh /uw/ou, /aw/ou /a/a, /a/o /u/u /ay/ie /šən/cian contraction 're	15	12	289 290 299 311 311 317 335		90 91 98 98 87	Part 3

TABLE 1 (cont.)

Level 10 - Unit 1

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8			2,12,13	Part 1
2	Phonemic Analysis: Decode words containing correspondences	5	4				Part 2
	/š/c (ocean)			62	64	15	
	/k/ch (character)			75	77		
3	Language Expression: Listening for details of time, place, and agent	5	4	77			
4	Literal and Inferential Comprehension: Arrange events in sequence, use context clues to determine word meaning	10	8	63		11	
5	Structural Analysis: Decode words using Decoding Rules 1, 2, 3, and 4	8	6	42-44	44,54	3,4,5,21	Part 2
6	Structural Analysis: Generalize that a syllable is a sound unit	5	4	53			
7	Phonemic and Structural Analysis: Skills Retention: Decode words with prefix de and contractions 've and 'll	6	5	52,75,76	78	16,17	Part 3

TABLE 1 (cont.)

Level 10 - Unit 2

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	96,112			Part 1
2	Phonemic and Structural Analysis: Decode words containing correspondence /iy/ie and graphemic base ief, prefix un using Syllabication Rule 2	8	6	110,111 95	112 97	32 25	Part 2
3	Structural Analysis: Decode words using generalization that a vowel letter occurring before a doubled consonant is usually unglided	5	4	123	126		
4	Language Development: Identify two phrases which express same idea	5	4	97,124		26-27	
5	Structural Analysis: Decodes words using syllabication Rule 3 and words which are exceptions to syllabication Rule 3	5	4	125			
6	Phonemic and Structural Analysis: Skills Retention: Decode words containing correspondences	10	8				Part 3
	/a/a (want)			96	98	31,33	
	/ɔ/au (fault)			96			
	/ɔ/o (lost)			111	112		
	/uw/ou (soup)			123			
	/ə/ou (enough)			123			

TABLE 1 (cont.)

Level 10 - Unit 3

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities *Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	155,170		50	Part 1
2	Phonemic and Structural Analysis: Decode words containing correspondence /r/wr (write), prefix ex	6	5	169 153	171		Part 2
3	Structural Analysis: Identify the number of syllables in a word	5	4	141			
4	Inferential Comprehension: Inferring character traits	5	4	155			
5	Literal Comprehension: Recognizing details	5	4	170	156	44,47	
6	Inferential Comprehension: Making judgements of reality or fantasy	5	4	142			
7	Phonemic and Structural Analysis: Skills Retention: /yuw/u and /yuw/u-e /ɔy/oi and /ɔy/oy	10	8	154 169	155	45	Part 3
	Decode words where y has been changed to i and est has been added			154	155		
		46					

TABLE 1 (cont.)

Level 10 - Unit 4

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	188,200,220		59,62	Part 1
2	Phonemic Analysis: Decode words containing correspondences /č/t (fortune), /g/gu (guard), /š/ch (machine)	8	6	186,198,209,218	210,220	64	Part 2
3	Structural Analysis: Decode words containing correspondence /j/dge, graphemic bases udge and edge, and word part ture (as in picture)	8	6	185,209	210	63	Part 2
4	Inferential Comprehension: Inferring story details and character traits	6	5	199,220			
5	Study Skills: Arranging words in alphabetical order	5	4	200		67	
6	Word Meaning: Identifying multiple meanings of words taken from a glossary and used in context	5	4	210			
7	Phonemic and Structural Analysis: Skills Retention: Decoding words with correspondences /iy/ie; /iy/e, ee, ea, y; /ey/ei followed by gh; prefixes re and be; and word part /š.n/tion	10	8	187,188,209	189	57,64	Part 3
		52					

TABLE 1 (cont.)

Level 10 - Unit 5

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	261		82,85	Part 1
2	Phonemic and Structural Analysis: Decode words with correspondences /ow/ou (fourteen) and /ow/ou followed by gh (though) suffix ness	6	5	259	261		Part 2
3	Inferential Comprehension: Inferring cause and effect from story details	5	4				
4	Study Skills: Using a glossary and identifying word meanings in context	5	4	247,260	274		
5	Language Development: Using descriptive phrases in sentences	5	4	274		77	
6	Phonemic and Structural Analysis: Skills Retention: Decode words containing (1) /u/u (bush), /f/gh (graph) (2) word parts ment (apartment) and ion (admiration) (3) Prefixes un (unheard) and ex (expect) (4) Suffix ful (careful)	10	8			74,80	Part 3
		41					

TABLE 1 (cont.)

Level 10 - Unit 6

Part	Outcome Assessed	No. of Items	Criterion Level	Related Instructional Activities * Level 10 Reader		Skills Handbook	Practice Exercises
				Section 1	Section 2		
1	Vocabulary: Word meaning - Matching words with their definitions	10	8	325		100	Part 1
2	Phonemic Analysis: Decode words with correspondence /ɔr/ar (warm)	5	4	306			Part 2
3	Structural Analysis: Decode words with suffix ous	5	4	323	325	107	Part 2
4	Inferential Comprehension: Inferring details and character traits	6	5	290,298		101	
5	Inferential Comprehension: Making judgements of reality or fantasy	5	4	316	299	105	
6	Literal Comprehension: Recognizing causal relationships	5	4	324			
	Word Meaning: Associating context meaning with glossary definition	5	4	290			
8	Phonemic and Structural Analysis: Skills Retention: Decode words containing; (1) /r/wr (wrench), /ɔ/ou followed by gh (brought), /š/c followed by e or i (ocean, special), /j/dge (edge), /ɔ/au (caught) (2) Suffix ness (kindness)	10	8	289,290,307, 315,324			Part 3
		51					

TABLE 2

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 2

	UNIT PAGE	1 (30-49)	2 (50-67)	3 (68-85)	4 (86-103)	5 (104-121)	6 (122-141)	7 (122-141)	8 (160-180)
Comprehension									
A. Inferential									
1. Making inferences									
Cause & effect									
Sequence									
Supporting details									
2. Predicting outcomes									
B. Literal									
1. Recognizing & recalling									
Cause & effect relationships									
Details									
Main idea									
Sequence									
2. Summarizing									
Decoding Skills									
A. Phonemic analysis									
1. Correspondence reviewed									
/b/b			x*						
/k/c				x	x				
/d/d						x	x		

* "x" indicated that skill is assessed in Criterion Exercise.

TABLE 2 (cont.)
LEVEL 2 (continued)

UNIT / PAGE	1 (30-49)	2 (50-67)	3 (68-85)	4 (86-103)	5 (104-121)	6 (122-141)	7 (142-157)	8 (160-180)
/f/f				x	x			
/g/g							x	x
/h/h		x	x					
/j/j		x	x					
/l/l		x						
/m/m			x	x				
/n/n				x	x			
/p/p							x	x
/r/r		x						
/s/s						x	x	x
/t/t					x	x		
/v/v						x	x	
/w/w							x	x
/y/y								x
B. Graphemic bases								
1. observing								
2. recognizing								

TABLE 2 (cont.)
LEVEL 2 (continued)

UNIT PAGE	1 (30-49)	2 (50-67)	3 (68-85)	4 (86-103)	5 (104-121)	6 (122-141)	7 (142-157)	8 (160-180)
II Language								
A. Language development								
1. Syntactical understanding								
2. Word function								
IV Vocabulary								
A. Developing word meanings								
1. Phrase & sentence meanings								
2. Word meaning	x	x	x	x	x	x	x	x
B. Recognizing new words								
1. Evaluating the recognition of new words								
2. Reinforcing recognition of								

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVELS 3 AND 4

	LEVEL 3			LEVEL 4		
UNIT PAGE	1 (36-89)	2 (90-143)	3 (144-177)	1 (178-220)	2 (221-257)	3 (258-283)
I. Comprehension						
A. Inferential						
1. Making inferences						
Cause & effect relationships						
Character traits						
Comparisons						
Main ideas						
Supportive details						
2. Making judgements			x			
Fact & opinion						
3. Predicting outcomes						
B. Literal						
1. Classifying						
2. Recognizing & recalling						
Comparisons						
Details	x	x		x		
Main ideas						
Sequence						x
3. Synthesizing and summarizing						
II. Decoding Skills						
A. Phonemic analysis						
1. Consonant correspondences introduced, reinforced or reviewed						
*/p/ p (f)		x				
*/t/ t (f)	x					
*/d/ d (f)	x					
*/k/ k (f)	x					

TABLE 2 (cont.)
LEVELS 3 AND 4 (continued)

	LEVEL 3			LEVEL 4		
UNIT / PAGE	1 (36-89)	2 (90-143)	3 (144-177)	1 (178-220)	2 (221-257)	3 (258-283)
*/k/ ck (f)						
*/g/ g (f)	x					x(m), sr(f)
*/m/ m (f,m)	x					x(m), sr(f)
*/n/ n (f,m)	x					
*/r/ r (f)		x				
*/l/ l (f,m)		x		sr*		x(m), sr(f)
*/l/ ll (f)				sr		
*/s/ s (f)				x		
*/s/ ss (f)						
*/b/ b (f)		x				
*/z/ s (f)				x		
*/f/ f (f)						
2. Consonant correspondences reviewed						
/p/ p (i)	x					
/b/ b (i)	x					
/t/ t (i)						
/d/ d (i)	x					
/k/ c (i						
/k/ k (i)	x					
/g/ g (i)	x					
/m/ m (i)	x					
/n/ n (i)	x					sr
/h/ h (i)			x			
/r/ r (i)		x				

(i), (m), and/or (f) following phoneme indicates mark position of phoneme in word, (initial, medial, final).
"sr" indicates that skill is re-assessed in "Skills Retention" section of Unit Criterion Exercises.

TABLE 2 (cont.)
LEVELS 3 AND 4 (continued)

	LEVEL 3			LEVEL 4		
UNIT PAGE	1 (36-89)	2 (90-143)	3 (144-177)	1 (178-220)	2 (221-257)	3 (258-283)
/w/ w (i)		x				
/y/ y (i)			x			
/l/ l (i)			x	sr		sr
/v/ v (i)			x			
/s/ s (i)				x		
/f/ f (i)			x			
/j/ j (i)			x			
/z/ z (i)				x		
3. Phonemes introduced, reinforced, or reviewed						
*/ay/	x					
*/e/						
*/i/	x					
*/iy/						
4. Vowel correspondences introduced, reinforced, or reviewed						
*/e/ ai						x
*/e/ e					x	x
*/iy/ e					x	
*/iy/ ea						x
*/iy/ ee				x	sr	

TABLE 2 (cont.)
LEVELS 3 AND 4 (continued)

	LEVEL 3			LEVEL 4		
UNIT PAGE	1 (36-89)	2 (90-143)	3 (144-177)	1 (178-220)	2 (221-257)	3 (258-283)
*/ay/ i						
*/i/ i		x		sr		
*/ay/ i-e		x		sr		
*/iy/ e-e						x
B. Structural Analysis						
1. Generalizations introduced and reinforced						
e marker						
"set for diversity"						
2. Graphemic bases introduced, reinforced						
ead					x	
eal					x	
eat					x	
ed					x	
eed				x		
eek				x		
eel				x		
eep				x		
eet				x		
ell					x	
en					x	
et					x	
id				x		
ide		x				
ike		x				

TABLE 2 (cont.)
LEVELS 3 AND 4 (continued)

	LEVEL 3			LEVEL 4		
UNIT	1	2	3	1	2	3
PAGE	(36-89)	(90-143)	(144-177)	(178-220)	(221-257)	(258-283)
ile			x			
ill		x				
im				x		
in			x			
ine			x			
ip			x			
ipe			x			
it		x		sr		
iss		x				
ite			x			
3. Root words and endings						
plurals with s		x				
verbs with s		x				
4. Spelling patterns						
CVC						
CVCC						
CVVC						
II. Language						
A. Language Development						
1. Syntactical understanding					x	
III. Study Skill						
A. Locating Information						
1. Interpreting a picture map						
2. Using reference materials						
3. Using specialized book part						
B. Organizing Information						
1. Developing a picture map						
2. Developing a reference chart						
IV. Vocabulary						
A. Developing Word Meanings						
1. Expanding vocabulary						
B. Recognizing words						
1. Expanding vocabulary						
2. Reviewing recognition of words		x	x	x	x	x

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 5

UNIT	1	2	3	4	5
PAGE	(30-76)	(77-126)	(127-176)	(177-224)	(225-268)
I. Comprehension					
A. Inferential					
1. Interpreting figurative language					
2. Making inferences					
cause and effect-relationships					
character traits					
comparisons					
supporting details					
3. Predicting outcomes					
B. Literal					
1. Classifying	x				
2. Recognizing and recalling					
character traits					
comparisons					
details					
main ideas			x		
sequence					
3. Synthesizing and summarizing					
II. Decoding Skills					
A. Phonemic analysis					
1. Consonant correspondences					
introduced and reinforced					
*/f/ ff (f)					x
*/fr/ fr				x	
*/gr/ gr				x	x
*/pl/ pl		x			

TABLE 2 (cont.)
LEVEL 5 (continued)

	UNIT PAGE	1 (30-76)	2 (77-126)	3 (127-176)	4 (177-224)	5 (225-268)
*/kw/ qu				x		
*/š/ sh					x	sr
*/st/ st					x	
*/θ/ th			x			
*/θ/ th (f)					x	
*/ð/ th						x
*/tr/ tr		x				
*/v/ ve (f)				x		
*/hw/ or /w/ with wh and w					x	sr
*/ks/ x (f)				x		
2. Consonant correspondences reviewed						
/b/ b						
/k/ c						
/d/ d (i,f)						
/f/ f						
/g/ g (i,f)						
/h/ h						
/j/ j						
/k/ k (i,f)						
/l/ l (i,f)						
/m/ m (i,f)						
/n/ n (i,f)						
/p/ p (i,f)						
/r/ r (i,f)						
/s/ s (i,f)						
/t/ t (i,f)						
/w/ w						
3. Vowel correspondence introduced and reinforced						
/æ/ sound (i,f)						sr
/æ/ a		x	sr			
/ey/ sound						

TABLE 2 (cont.)
LEVEL 5 (continued)

	UNIT PAGE	1 (30-76)	2 (77-126)	3 (127-176)	4 (177-224)	5 (225-268)
/ey/ ay				x		
/ey/ a-e				x		sr
4. Vowel correspondences reviewed						
/e/ e		x sr	sr			
/iy/ e						
/iy/ ee				sr		
/iy/ e-e						
/i/ i			sr			
/ay/ i				sr		
/ay/ i-e			sr	sr		sr
B. Structural Analysis						
1. Contractions introduced and reinforced						
'm			x		sr	
n't			x		sr	
's (he's)			x		sr	
's (let's)			x	sr	sr	
2. Generalizations introduced						
CVC spelling pattern			sr			
CVCe spelling pattern						
Vowel sounds at the end of words are usually glided						x
Words have sound peaks						
3. Graphemic bases introduced, reinforced, and reviewed						
*ack		x				
ad						
ade						
*ake				x	sr	
am				x		
*ame					x	
*an		x		sr		
*at		x		sr		

TABLE 2 (cont.)
LEVEL 5 (continued)

	UNIT PAGE	1 (30-76)	2 (77-126)	3 (127-176)	4 (177-224)	5 (225-268)
*ate					x	
ed					sr	
eel					sr	
eep					sr	
eet					sr	
en					sr	
ill					sr	
im					sr	
ine					sr	
ip					sr	
4. Possessive form introduced and reinforced			x	sr	sr	
's						
5. Root words and endings introduced, reinforced and reviewed						
*plurals with es			x	sr		
plurals with s		sr	sr			
*verbs with ed and d			x	sr	sr	sr
*verbs with ing		x	sr	sr		sr
verbs with s		sr	sr		sr	
6. Syllabication introduced observing the number of syllables in a word						x
III. Language						
A. Language Development						
1. syntactical understanding			x			x

TABLE 2 (cont.)
LEVEL 5 (continued)

UNIT / PAGE	1 (30-76)	2 (77-126)	3 (127-176)	4 (177-224)	5 (225-268)
IV. Study Skills					
A. Locating Information					
1. Suggested references to resource books					
B. Organizing Information					
1. Assignment of items to a predetermined group or class					
2. Developing a chart					
3. Developing a simple map				x	
V. Vocabulary					
A. Developing word meanings					
1. New words					x
2. Words used in directions for independent exercises					
B. Recognizing New Words					
1. Evaluating the recognition of new words	x	x	x	x	x
2. Expanding vocabulary				x	
3. Reinforcing vocabulary					
4. Theoretically decodable words					

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 6

UNIT PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
I. Comprehension						
A. Inferential						
1. Interpreting figurative language						
2. Making inferences						
cause and effect relationships			x			
character traits	x			x		
comparisons						
main ideas		x				
sequence						x
supporting details from descriptive clues						
3. Making judgments						
adequacy and validity						
4. Predicting outcomes						
5. Reacting to the author's use of language						
B. Literal						
1. Classifying					x	
2. Recognizing and recalling						
cause and effect relationships						
details	x	x		x		
sequence		x				
central ideas						x

TABLE 2 (cont.)

LEVEL 6 (continued)

	UNIT PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
3. Summarizing							
II. Decoding Skills							
A. Phonemic analysis							
1. Consonant correspondences introduced and reinforced							
*/bl/ bl					x	sr	sr
*/s/ c		x	sr	sr			
*/č/ ch		x			sr		
*/č/ ch (f)						x	
*/nd/ nd (f)			x		sr		sr
*/nt/ nt (f)			x				sr
*/š/ sh (f)				x			
*/sm/ sm		x	sr				
*/st/ st (f)				x			
*/č/ tch (f)							x
2. Consonant correspondence reviewed							
/k/ c			sr			sr	
/f/ f			x		sr		sr
/fr/ fr		sr					
/gr/ gr		sr					
/pl/ pl						sr	
/s/ s				sr			
/š/ sh						sr	
/st/ st							
/θ/ th		sr					
/ð/ th		sr					
/v/ v					sr		
/v/ ve (f)							sr
/hw/ wh							sr
final consonant-correspondences							

TABLE 2 (cont.)

LEVEL 6 (continued)

UNIT PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
3. Vowel correspondences introduced and reinforced						
*/ar/ ar				x	sr	
*/ɔ/ a /ɔ/ aw		x	sr			
*/a/ o		x	x		sr	
*/ow/ o-e				x		
*/ow/ o	x	sr				
*/uw/ o				sr		
*/u/ oo	x	x	sr			
*/uw/ oo		x	sr	sr	sr	
*/ə/ u			x	sr		sr
4. Vowel correspondences reviewed						
/æ/ a	sr					
/ey/ a-e	sr					
/ey/ ay		sr				
/e/ e	sr					
/iy/ e						
/iy/ ee			sr			
/ay/ i						
/i/ i	sr					
/ay/ i-e	sr					
B. Structural Analysis						
1. Compound words introduced and reinforced compounds	x		x			

TABLE 2 (Cont.)
LEVEL 6 (continued)

UNIT / PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
2. Contractions introduced and reviewed						
known words and n't	sr					
*known words and 'll, 're			x			
known words and 's	sr					
known words and 'm						
contraction concepts						
3. Generalizations introduced						
double final consonant when adding ed, ing						
e marker signals glided vowel sound						
words have sound peaks						
4. Graphemic bases introduced, reinforced, and reviewed						
ake						
*alk			x		sr	
*all		x	sr		sr	
án						
*and		x				
at						
ay						
ell						
en						
ike						
ire						
*ing,ang,ung				x	sr	x
*ink						
ish						
og						
op						
*ook						
ug						
un						

TABLE 2 (cont.)

LEVEL 6 (continued)

	UNIT PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
5. Root words and endings introduced and reviewed							
verbs with s							
verbs with ed			sr	sr			
verbs with ing				sr			
plurals with s					sr		
th ending following a numeral							
6. Spelling patterns reviewed							
CVCe							
CVC							
CCVC							
7. Syllabication introduced and reviewed							
*syllabication rule 1: Compound words may be divided for decoding							
listening for number of syllables in a word					x		
III. Language							
A. Language development							
1. Syntactical understanding					x	x	
2. Word & phrase analyzed							
3. Using prepositional phrases in sentences					x		
IV. Study Skills							
A. Locating information							
1. Alphabetical arrangement			x				
2. Rapid reading for specific information							
3. Suggested references to resource books							

TABLE 2 (cont.)
LEVEL 6 (continued)

UNIT PAGE	1 (30-84)	2 (85-141)	3 (142-185)	4 (186-238)	5 (239-286)	6 (287-325)
B. Organizing information						
1. Assignment of items to a predetermined group or class						
2. Determination of a class for a given group of items						
3. Development of a chart						
4. Summarizing of major points and events						
V. Vocabulary						
A. Developing word meanings					x	
1. Antonyms						
2. Frequently used words						
3. New words						
4. Words used in directions for independent exercises			x			
B. Expanding vocabulary						
1. Solving word puzzles						
2. Using descriptive words for clearer expression						
3. Using different words to express the same idea						
4. Using words in more than one way						
C. Recognizing new words						
1. Word recognition	x	x	x	x	x	x

TABLE 2 (cont.)
GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 7

UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
I. Comprehension						
A. Inferential						
1. Distinguishing between realistic and unrealistic solutions to problems				x		
2. Identifying with artists' and/or authors' points of view						
3. Making inferences						
additional information						
authors' purpose						
cause and effect relationships						
character traits		x				x
from experiences						
from pictures						
from titles						x
lesson learned						
main ideas	x				x	x
of humor						
sequence						
steps in problem solving						
supporting details					x	x
4. Making judgments						
conclusions from facts	x					
fact or opinion						
solutions to problems				x		
5. Predicting outcomes						

TABLE 2 (cont.)
LEVEL 7 (continued)

UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
6. Reacting to authors' use of language						
7. Reacting to story events						
8. Understanding imagery	x					
B. Literal						
1. Classifying--time element					x	
2. Discriminating between fact and fiction		x				
3. Interpreting schedules and charts						
4. Recognizing and recalling						
Cause and effect relationships						
character traits						
details						
main ideas						
sequence of events						
5. Substantiating main ideas with details			x			
II. Decoding Skills						
A. Phonemic analysis						
1. Consonant correspondences introduced and reinforced						
*/br/ br				x	sr	sr
*/kl/ cl				x		
*/kr/ cr		x				sr
*/dr/ dr					x	sr
*/fl/ fl		x		sr	sr	
*/j/ g					x	

TABLE 2 (cont.)

LEVEL 7 (continued)

	UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
*/gl/ gl						x	
*/n/ kn					x		sr
*/ld/ ld (f)			x				sr
*/lf/ lf (f)				x			
*/m/ mb				x		sr	
*/sk/ sk (i,f)				x	x		
*/sl/ sl			x	sr			
*/sn/ sn				x		sr	
2. Consonant correspondences reviewed							
/č/ ch (i,f)		sr					
/k/ ck		sr					
/f/ f			sr[1]				sr
/fr/ fr							
/g/ g			sr[1]				
/gr/ gr		sr					sr
/nd/ nd							
/nt/ nt							
/š/ sh (i,f)		sr					
/sm/ sm			sr[4]				
/st/ st (f)		sr	sr[4]	sr			
/tr/ tr		sr					
3. Vowel-consonant correspondences introduced and reinforced							
*/ər/ ar							x
*/ər/ ear			x		sr		sr
*/ər/ er			x		sr	sr	sr
*/ər/ ir					x		sr
*/ər/ or				x	sr		sr

1. Tested in conjunction with /fl/fl
2. Tested in conjunction with /lf/lf
3. Tested in conjunction with /sn/sn
4. Tested in conjunction with sl

TABLE 2 (cont.)

LEVEL 7 (continued)

	UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
*/ɔr/ or (fort)				x	sr		
*/ər/ ur					x		sr
4. Vowel-consonant correspondences reviewed							
/ar/ ar		sr			sr		
5. Vowel correspondences introduced and reinforced							
*/ey/ a					x	sr	
*/ey/ ai			x				
*/ow/ oa			x	sr		sr	
*/aw/ ou					x	sr	sr
*/aw/ ow			x	sr			sr
*/ow/ ow				sr		sr	
*/iy/ y						x	
6. Vowel correspondences reviewed							
/ae/ a		sr					
/ey/ a-e			sr*				
/ey/ ay			sr*				
/e/ e		sr					
/iy/ e			sr				
/iy/ ea							
/iy/ ee							
/i/ i		sr					

* Tested in conjunction with /ey/ai

TABLE 2 (cont.)

LEVEL 7 (continued)

	UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
/ay/ i-e							
/a/ o				sr			
/ow/ o			sr*	sr			
/ow/ o-e							
/ə/ u							
B. Structural Analysis							
1. Compound words introduced, reinforced, and reviewed compounds							
compounds with self				x			sr
2. Contractions reviewed							
3. Generalizations reviewed							
in words of CVC or CCVC spelling pattern the final consonant letter is doubled before ing							
the vowel letter e usually represents an unglided sound when it occurs in words of the CVC, CCVC, CVCC, CCVCC spelling patterns							
the vowel letter i can represent an unglided vowel sound in words of the CVC, CVCC, CCVC spelling patterns							
the vowel letter u usually represents and unglided sound when it occurs in words of the CVC, CCVC, CVCC, CCVCC spelling patterns							
4. Graphemic bases introduced							
ail						x	
and						sr	
ank				x			

TABLE (cont.)

LEVEL 7 (continued)

	UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300	5 (301-370)	6 (371-420)
ink							
*ound						x	
*unk				x			
5. Root words and endings introduced, reinforced and reviewed							
final consonant letter doubled before ed							
final consonant letter doubled before ing							
*final e replaced by first letter of suffix ing				x			
plurals with es							sr
plurals with s					1 sr		
*suffix er as agentive							
*suffix er in comparatives				sr	1 sr		
suffix er with final consonant letter of root word doubled							
*suffix est in comparatives					x	x	
suffix ing in words of CVCe or CCVCe spelling patterns							
*suffix ly						x	sr
*suffix y						x	
term suffix							
*words with es							
6. Spelling patterns introduced reinforced and reviewed							
CCVC							
CCVCC							
CCVCe							
CVC							
CVCC							

sr^1 Reviewed in conjunction with est

sr^2 Tested in conjunction with ank, unk

TABLE 2 (cont.)

LEVEL 7 (continued)

	UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
CVCe							
VC							
8. Syllabication introduced, reinforced, and reviewed							
ed adds another syllable when it is added to words ending in d or t				x			
es as a separate syllable with nouns and verbs				x			
ing adds another syllable when added to a word							
listening (noting) for the number of syllables in a word		x					
listening (noting) for syllables in words ending in ly							
listening (noting) for syllables in words ending in y							
noting the number of word parts in words ending in es							
noting the number of word parts in words ending in ing							
term syllable							
III. Language							
A. Language Development							
1. Syntactical understanding			x		x	x	
developing syntactical understanding							
interpreting printed symbols							
main concept of a paragraph							
understanding language versatility			x				

TABLE 2 (cont.)

LEVEL 7 (continued)

UNIT / PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
using figurative language						
2. Word and phrase analysis						
analyzing words and phrases						
noting author's use of language		x				
noting the effect of prepositions			x			
interpreting cliches						
using pronouns		x				x
using words effectively						
IV. Literary Understanding and Appreciation						
A. Genre in literature						
1. Essays interpreting		x				
2. Fables--characteristics and main ideas						
3. Folktales--characteristics and main ideas						
4. Legends--characteristics and main ideas						
B. Graphic techniques in literature relating illustrations to the text						
C. Reading various literary forms						
1. play						
2. poetry						
D. Writers craft						
1. author's purpose						
2. author's style						
3. Author's use of language				x		
4. Setting						

TABLE 2 (cont.)

LEVEL 7 (continued)

	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
V. Study Skills						
A. Locating information						
1. Finding key words						
2. Using a dictionary						
3. Using encyclopedias						
4. Using a map to locate places						
5. Using a variety of references						
B. Organizing information						
1. Alphabetizing	x					
2. Classifying		x				
3. Developing a chart						
4. Interpreting a chart						
C. Using visual and representational materials						
1. Interpreting a time line						
2. Making a time line						
3. Obtaining information from illustrations						
4. Using a map						
VI. Vocabulary						
A. Developing word meanings						
1. Antonyms						
2. New words						
3. Synonymous expressions						
4. Words with multiple meanings						
B. Expanding vocabulary						
1. Colloquial expressions						
2. Finding new words to express the same ideas						
3. New words by adding suffixes						
4. Recognizing word clues						
5. Using analogies					x	

TABLE 2 (cont.)

LEVEL 7 (continued)

UNIT PAGE	1 (32-101)	2 (102-165)	3 (166-224)	4 (225-300)	5 (301-370)	6 (371-420)
6. Using descriptive words for clearer expression				x		
7. Using different words to express the same idea						
8. Using words in more than one way						
9. Word imagery						
10. Word relationships						
C. Recognizing new words						
1. Word recognition	x	x	x	x	x	x

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 8

	UNIT	1	2	3	4	5	6
	PAGE	(30-83)	(84-137)	(138-191)	(192-255)	(256-307)	(308-)
I. Comprehension							
A. Inferential							
1. Distinguishing between relevant and irrelevant ideas				x	x		
2. Drawing conclusions							
3. Interpreting figurative language							
4. Making inferences					x		
cause and effect relationships							
character traits							
comparisons			x				
main ideas							
supporting details							
5. Making judgements							
of fact or opinion							
of worth, desirability, acceptability							
6. Predicting outcomes		x					x
7. Interpreting author's use of language							
8. Interpreting story events							
9. Interpreting imagery							
B. Literal							
1. Classifying						x	
2. Discriminating between fact and fancy				x	x		
3. Discriminating between true and false story statements						x	
4. Identifying the topic of a paragraph							
5. Incorporating details							

TABLE 2 (cont.)

LEVEL 8 (continued)

UNIT PAGE	1 (30-83)	2 (84-137)	3 (138-191)	4 (192-255)	5 (256-307)	6 (308-)
6. Recognizing and recalling cause and effect relationships details	x	x	x	x	x	
differences in characteristics						
following directions						
main ideas	x					
names and characters						
sequence of events	x	x		x		
7. Substantiating main ideas with details						
II. Decoding						
A. Phonemic analysis						
1. Consonant correspondences introduced and reinforced						
*/ft/ ft (f)	x			sr		
*/sp/ sp		x				
*/str/ str		x		sr	sr	
*/pt/ pt (f)		x		sr		
*/skw/ squ			x			
*/pr/ pr			x			
*/spr/ spr			x		sr	
*/sw/ sw			x	sr	sr	
*/sk/ sc				x		

TABLE 2 (cont.)

LEVEL 8 (continued)

UNIT / PAGE	1 (30-83)	2 (84-137)	3 (138-191)	4 (192-255)	5 (256-307)	6 (308-)
*/lt/ lt (f)				x	sr	
*/skr/ scr					x	
*/tw/ tw					x	sr
*/mp/ mp (f)					x	
2. Consonant correspondences reviewed						
/č/ ch						
/č/ tch						
/kr/ cr						
/n/ kn						
3. Vowel correspondences introduced and reinforced						
*/ay/ igh	x					
*/ay/ y						
*/ay/ ie	x					
*/e/ ea	x					
*/uw/ ew	x				sr	
*/yuw/ ew	x				sr	
4. Vowel correspondences reviewed						
/e/ e						
/ay/ i-e	sr					
/ow/ oa						
/iy/ y						
/ow/ ow						
B. Structural Analysis						
*1. Compound words introduced hyphenated	x					
2. Compounds reviewed		x				
3. Contractions reviewed	sr					
4. Generalizations introduced for decoding, words may be divided after the letters of a medial consonant digraph						x

TABLE 2 (cont.)

LEVEL 8 (continued)

UNIT PAGE	1 (50-83)	2 (84-138)	3 (139-191)	4 (192-255)	5 (256-307)	6 (308-)
for decoding, words may be divided after the prefixes a, be, de and re						x
for decoding, words may be divided after the second letter of a medial cluster of three consonant letters						x
for decoding, words may be divided between the two letters of a medial consonant cluster				x	sr	
plurals and word variants of words ending in y are formed by changing y to i before adding es or ed			x	sr		sr
variants of words ending in y are formed by changing y to i before adding er						x
C. Graphemic bases						
*ight	x*				sr	
ide						
ine						
*ive						
ead	x*					
*unny				x		
*ump					x	
D. Prefixes and suffixes						
*ful				x		sr
er						
ly						
est						
*a						x
*be						x
*de						x
*re						x

* assessed in conjunction with correspondences /ay/igh and /e/ea

TABLE 2 (cont.)

LEVEL 8 (continued)

UNIT PAGE	1 (30-83)	2 (84-138)	3 (139-191)	4 (192-255)	5 (256-307)	6 (308-)
E. Spelling patterns reviewed singular possessives				sr	sr	
F. Syllabication introduced						
1. Synthesizing syllables into words						
2. Words ending may be separated from the word for decoding						
*3. Variants of words ending in y are formed by changing y to i before adding er or est						
4. Words may be divided after the letters of a medial consonant digraph						x
5. Words may be divided after the prefixes a, be, de and re						x
6. Words may be divided after the second letter of a medial cluster of three consonant letters						x
7. Words may be divded between the two letters of a medial consonant cluster				x	sr	
G. Terminology						
1. Consonant cluster						
2. Consonant digraph						
III. Language						
A. Language Development						
1. Interpreting figurative language	x					
2. Recognizing other language systems						
3. Reviewing the concept of a paragraph						
4. Syntactical understanding		x		x		
5. Interpreting codes						

TABLE 2 (cont.)

LEVEL 8 (continued)

UNIT / PAGE	1 (30-83)	2 (84-138)	3 (139-191)	4 (192-255)	5 (256-307)	6 (308-)
B. Language expression						
1. Reading beyond the text						
IV. Literary understanding						
A. Genre in literature						
1. Fairy tales--identifying characteristics						
2. Folk tales--identifying themes						
comparing folk and fairy tales						
identifying characteristics of tales						
paraphrasing folk tales						
3. Myths and legends						
identify central purpose						
B. Graphic Techniques						
1. Relating illustrations to literature						
2. Identifying newspaper format						
C. Literary form						
1. Indicate difference between drama and prose form						
2. Poetry						
3. Prose as basis for drama						
D. Writer's craft						
1. Author's purpose						
2. Author's style						
story title and character names						
subheading or divisions						
structural pattern of story						
use of imagery						
3. General style and structure						
comparing fictional and informational writing						
differentiating myth from science						

TABLE 2 (cont.)

LEVEL 8 (continued)

	UNIT PAGE	1 (30-83)	2 (84-138)	3 (139-191)	4 (192-255)	5 (256-307)	6 (308-)
V. Study Skills							
A. Locating information							
1. Skimming for details							
B. Organizing information							
1. Alphabetizing							
2. Assigning items to predetermined groups		x					
3. Classifying statements as imaginary or factual							
4. Determining class for a given group of items							
5. Developing a chart							
6. Developing a report							
7. Developing an outline							
8. Skimming for details							
9. Summarizing major points and events							
10. Utilizing a chart or illustration to explain a process							
VI. Vocabulary							
A. Developing word meanings							
1. Antonyms			x				
2. Multiple meanings			x				
3. New words and word meanings			x	x		x	x
4. Using context clues to determine word meanings							
5. Using words with similar meanings				x			x
B. Expanding vocabulary							
1. Identify foreign languages							
2. Naming holidays							
3. Identifying origins of words							
4. Solving word puzzles							
5. Using descriptive words for clearer expressions							

TABLE 2 (cont.)

LEVEL 8 (continued)

	UNIT PAGE	1 (30-83)	2 (84-138)	3 (139-191)	4 (192-255)	5 (256-307)	6 (308-)
6. Using different words to express the same idea							
C. Recognizing new words							
1. Word clues							
2. Word recognition		x	x		x		

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 9

	UNIT PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
I. Comprehension							
A. Inferential							
1. Inferring							
cause and effect relations		x			x		x
character traits							x
main ideas						x	x
supporting detail			x				x
2. Interpreting figurative language							
3. Making judgments							
of fact or opinion							
of reality or fantasy				x			
4. Predicting outcomes							
B. Literal							
1. Classifying							
2. Creating subtitles			x				
3. Following directions							
4. Interpreting phrases							
5. Recognizing and recalling							
cause and effect relationships					x		
details		x		x	x	x	x
main ideas		x		x	x		
sequence		x		x	x	x	x

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TABLE 2 (cont.)

LEVEL 9 (continued)

	UNIT PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
6. Skimming							
7. Summarizing					x		
II. Decoding							
A. Phonemic Analysis							
1. Consonant correspondences introduced and reinforced							
*/f/ ph		x					
*/∅/ gh			x				sr
*/f/ gh			x				sr
2. Consonant correspondences reviewed							
/lt/ lt		sr					
/sw/ sw			sr				
/str/ str			sr				
/č/ tch							
/č/ ch							
/pr/ pr				sr			
/sp/ sp					sr		
/spr/ spr					sr		
/mp/ mp					sr		
/skw/ squ						sr	
/skr/ scr						sr	
3. Vowel correspondences introduced and reinforced							
*/ɔ/ o		x					
*/uw/ ou			x		sr		sr
*/ɔ/ au			x		sr		
*/ɔ/ au followed by gh			x		sr		
*/ɔy/ oi			x				
*/ɔy/ oy			x				
*/yuw/ u					x	sr	

TABLE 2 (cont.)
LEVEL 9 (continued)

	UNIT PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
*/yuw/ u-e					x	sr	
*/ey/ ei					x		
*/ey/ ei followed by gh					x		
*/u/ u						x	sr
*/a/ a						x	sr
*/ɔ/ ou followed by gh							x
*/ə/ ou							x
4. Vowel correspondences reviewed							
/iy/ ea			x				
/e/ ea			x				
/uw/ ew				sr			
/yuw/ ew				sr			
/aw/ ou			x				sr
/ɒ/ u					x		
/ɔ/ aw							
/a/ o		x					sr
/ay/ ie							sr
5. Vowel consonant correspondences introduced							
*/yən/ ion					x		
6. Vowel consonant correspondences reviewed							
/ər/ ar				sr			
/ər/ er				sr			
/ər/ or				sr			
III. Structural Analysis							
A. Affixes and word parts introduced, reinforced and reviewed							
1. Prefixes							
a		sr					
be					sr		
de		sr					
*pre							x
re				sr			
2. Suffixes							
er						x	
est						x	
ful					sr		

TABLE 2 (cont.)

LEVEL 9 (continued)

UNIT PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
*ily				x		
*ion with spelling tion and sion	x				x	
ly				x		
3. Word parts						
cian					x	sr
less						
*ment	x					
B. Contractions reviewed					sr	sr
C. Generalizations introduced and reviewed						
*1. y replaced with i before er and est					x	
2. y replaced with i before es			sr			
3. y replaced with i before ed			sr			
D. Spelling patterns						
1. CVC and CCVC double final consonant before inflection						
2. CVCe first vowel of inflection takes place of final e of root word						
E. Graphemic bases introduced, reinforced, and reviewed						
*og			x			
*oss			x			
*ong			x			
*oy			x			
*oil			x			
ight	sr					
ound						
*ark						
*oat						
un						
F. Possessives introduced and reviewed						
1. Plural possessives	x					
2. Singular possessives	sr					

TABLE 2 (cont.)

LEVEL 9 (continued)

	UNIT PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
G. Syllabication introduced, reinforced and reviewed							
1. Rule 1:		sr					
2. Rule 2:		sr					
3. Rule 3:		sr	sr				
*4. Rule 4:		x	sr				
H. Terminology Graphemic Base							
IV. Language							
A. Language Development							
1. Analyzing words and phrases							
2. Interpreting figurative language							
3. Understanding syntax							
V. Literary Understanding							
A. Genre in literuature							
1. Fable							
2. Folktales--characteristics and plots							
3. Limerick							
B. Graphemic techniques in literature							
1. Relating illustrations to literature							
C. Literary forms							
1. Drama							
2. Poetry							
3. Prose							

TABLE 2 (cont.)

LEVEL 9 (continued)

UNIT / PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
D. Writers craft						
1. Author's purpose						
2. Author's style						
Divisions or subheadings						
Development of plot						
Author's use of dialogue						
Author's use of language						
3. General style and structure						
Identifying similar plots and themes						
Main idea of a fable						
Distinguish between fact and fiction						
Recognizing historical fiction						
Identifying themes						
VI. Study Skills						
A. Locating information						
1. Using book parts						
footnotes						
glossary	x	x	x	x	x	
B. Using general information						
1. Alphabetical arrangement				x		
2. Apply information from glossary	x	x	x	x	x	
3. Skimming						
C. Using visual materials						
1. Maps and charts						
VII. Vocabulary						
A. Developing word meanings						
1. Antonyms					x	
2. Compound words						x
3. Homonyms			x			

TABLE 2 (cont.)

LEVEL 9 (continued)

UNIT / PAGE	1 (30-81)	2 (82-125)	3 (126-173)	4 (174-223)	5 (224-279)	6 (280-340)
4. Multiple meanings					x	
5. Selecting an appropriate defin.	x		x	x		x
6. Synonyms						
7. Terminology				x		
antonym			x			
homonym						x
synonym						
B. Expanding Vocabulary						
1. Classifying words						
2. Derivational affixes	x		sr	sr	x	x
3. Glossary for unknown word	x					
4. Words expressing motion						
C. Recognizing new words						
1. Creating a dictionary						
2. Word recognition	x	x	x	x	x	x

TABLE 2 (cont.)

GINN 360-LMS: SKILLS ASSESSED IN CRITERION EXERCISES
LEVEL 10

UNIT / PAGE	1 (30-81)	2 (83-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
I. Comprehension						
A. Inferential						
1. Interpreting figurative language					x	
2. Making inferences						
cause and effect			x	x		x
character traits						
comparisons						
main ideas				x		x
supporting details						
3. Making judgments						
of fact or opinion						x
of reality or fantasy			x			
of adequacy and validity						
of worth and desirability						
4. Predicting outcomes						
5. Reacting to author's use of language	x					
6. Imagery						
B. Literal						
1. Classifying						x
2. Recognizing and recalling						
cause and effect						
comparisons			x			x
details						

TABLE 2 (cont.)

LEVEL 10 (continued)

UNIT / PAGE	1 (30-81)	2 (83-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
directions						
main ideas						
sequence						
3. Synthesizing and summarizing						
II. Decoding Skills						
A. Consonant correspondences introduced and reinforced						
*/š/ c	x					sr
*/k/ ch	x					
*/š/ ch				x		
*/ǰ/ dge				x		sr
*/g/ gu				x		
*/č/ t				x		
*/r/ wr			x			sr
B. Consonant correspondences reviewed						
/f/ gh					sr	
/g/ g						
C. Vowel correspondences introduced and reinforced						
*/iy/ ie		x		sr		
*/ow/ ou					x	
*/ow/ ou followed by gh					x	
D. Vowel correspondences reviewed						
/a/ a		sr				
/ɔ/ au		sr				
/ɔ/ au followed by gh						sr
/ɔ/ aw						

TABLE 2 (Cont.)
LEVEL 10 (continued)

UNIT PAGE	1 (30-81)	2 (83-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
/iy/ e				sr		
/iy/ ea				sr		
/iy/ ee				sr		
/ey/ ei followed by gh				sr		
/ɔ/ o		sr				
/ɔy/ oi			sr			
/ə/ ou		sr				
/uw/ ou		sr				
/ɔ/ ou followed by gh						sr
/ɔy/ oy			sr			
/u/ u					sr	
/yuw/ u			sr			
/yuw/ u-e			sr			
/iy/ y				sr		
E. Vowel-consonant sequence introduced and reinforced						
*/ɔr/ ar						x
III. Structural Analysis						
A. Affixes, word parts introduced, reinforced and reviewed						
1. Prefixes						
be				sr		
de	sr					
*ex			x		sr	
re				sr		
*un		x			sr	
2. Suffixes						
ful					sr	
*ness					x	
*ous						x
3. Word Parts						
ion with sion and tion				sr	sr	
ment					sr	
*ture				x		
B. Contractions reviewed	sr					

TABLE 2 (cont.)

LEVEL 10 (continued)

UNIT / PAGE	1 (30-81)	2 (83-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
C. Generalizations						
1. Syllable is an auditory unit	x		x			
*2. Vowel before double consonant is usually unglided		x				
3. Words ending in y replace y with i before er and est			sr			
*4. Words divided at end of line by certain principles						
D. Graphemic bases introduced and reinforced						
*edge				x		
*ief		x				
*udge				x		
E. Syllabication introduced, reinforced and reviewed						
1. Rule 1	x					
2. Rule 2	x	x*				
*3. Rule 3 (le,re)	x	x				
4. Rule 4	x					
IV. Language						
A. Language Development						
1. Analyzing words and phrases		x			x	
2. Interpreting figurative language						
3. Understanding codes						
4. Understanding multiple expressions and ideas						
5. Relationship of intonation to meaning						
V. Literary Understanding and Appreciation						

* with prefix un

TABLE 2 (cont.)

LEVEL 10 (continued)

	UNIT PAGE	1 (30-81)	2 (83-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
A. Graphic Techniques in Literature							
1. Relating illustrations to literature							
2. Relating type to illustrations							
B. Writer's craft							
1. Purpose							
2. Style							
3. General style and structure							
awareness of humor							
awareness of similarity in theme							
comparing fictional and informational writing							
distinguishing between fact and fiction							
VI. Study Skills							
A. Locating information							
1. Skimming							
2. Using book parts							
footnotes							
glossary							
B. Organizing information							
1. Alphabetical arrangement					x		
2. Apply information from glossary					x	x	x
3. Organizing ideas and information							
4. Summarizing							

TABLE 2 (cont.)

LEVEL 10 (continued)

	UNIT PAGE	1 (30-82)	2 (82-129)	3 (130-174)	4 (175-227)	5 (228-278)	6 (279-328)
C. Using Visual and Representational Materials							
1. Develop and use time line							
2. Maps and charts							
3. Measuring							
VII. Vocabulary							
A. Developing word meanings							
1. Multiple meanings							
2. Terminology: antonym, hyphenation, syllable, synonym							
3. Using context clues to determine definitions							
4. Words with similar meanings							
B. Expanding Vocabulary							
1. Adding affixes to form new words							
2. Colloquial expressions							
3. Learning origin of names							
4. Solving word puzzles							
5. Using descriptive words							
6. Using glossary to find meanings of unfamiliar words							
C. Recognizing New Words							
1. New words and meanings		x	x	x	x	x	x
2. Word recognition							

TABLE 3

CLASSROOM SET OF LMS READING 360 MATERIALS

Component	Quantity							
	Level 2	Levels 3-4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
	(8 units)	(6 units)	(5 units)	(6 units)	(6 units)	(6 units)	(6 units)	(6 units)
Teacher's Manual	— 1 —		— 1 —		— 1 —		— 1 —	
Criterion Exercise	*	30/unit	30/unit	30/unit	30/unit	30/unit	30/unit	30/unit
Criterion Exercise Record Sheet	1/unit	1/unit	1/unit	1/unit	1/unit	1/unit	1/unit	1/unit
Practice Exercise	30/unit	30/unit	30/unit	30/unit	30/unit	30/unit	30/unit	30/unit

* LMS will use the end-of-unit evaluations provided fcr Level 2 in Reading 360 and will recommend criterion levels

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